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ABSTRACT

The purpose of the Florida Coordinating Council Development Project is to further develop the processes and procedures used by community college district coordinating councils so that all school districts and community colleges can cooperatively plan, implement, and evaluate an appropriate delivery system for vocational education, adult general education, and community instructional services. The project is to conduct a comprehensive study of the status of local coordinating councils to determine progress in role definitions, scope of authority, and operational procedures; design model operating procedures appropriate to each council; implement the designed model operating procedures in pilot settings; determine the effectiveness of each alternative design; and disseminate validated operating procedures. The milestones of the first year of operation that are discussed here are the selection of the six pilot sites; the selection of the project staff; the completion of the Status Study; the preparation of a questionnaire and accompanying resource guide to be used by the councils to determine the scope and content of their operating procedures; the development of model operating procedures from the answers to the questionnaire; and the administration and results of the first major evaluation instrument, the Process-Progress Inventory. Appendixes supply supplemental information. (Author/IRT)

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PLANNING, DESIGN AND IMPLEMENTATION: A YEAR IN REVIEW

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Florida Coordinating Council Development Project

UNIVERSITY OF SOUTH FLORIDA

JUNE 15, 1975 – JUNE 15, 1976

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ANNUAL REPORT

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for use by Coordinating Councils

Project No. CC5-01
State Grant No. 67390
Federal Grant No. 75-0456

June 15, 1975 - June 15, 1976

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The project reported herein was performed pursuant to a grant from the Office of Education; U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PROJECT OVERVIEW

In order to better meet the vocational, adult general education, and community instructional service needs of its citizens, the State of Florida has established several types of institutional delivery systems. Vocational, adult general education and community instructional services are offered in each district by both the community colleges and the Board(s) of Public Instruction of the district. The need for coordination of the efforts of the various institutional delivery systems became increasingly apparent and, in 1971, the State Board of Education, through regulation, established a Coordinating Council for Vocational Education in each community college district. As stated by the regulation, the responsibilities of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings and to avoid unwarranted duplications.

The purpose of this project is to further develop the processes and procedures used by coordinating councils on a pilot basis so that all school districts and community colleges can cooperatively plan, implement and evaluate an appropriate delivery system for vocational, adult general education and community instructional services.

To accomplish this purpose, the project will: (1) conduct a comprehensive study of the status of local coordinating councils to determine progress in role definition, scope of authority, and operational procedures; (2) design model operating procedures appropriate to each council; (3) implement the designed model operating procedures in pilot setting; (4) determine the effectiveness of each alternative design; and (5) disseminate

validated operating procedures to local administrators within and outside of the State to assist school districts and community colleges in providing vocational education, adult general education, and community instructional services.

Expressed another way, the purpose of this project is to examine the operations of coordinating councils, determine their weaknesses and develop alternative practices for improving their operations.

I. ACCOMPLISHMENTS

The preparation of the model operating procedures early in the third quarter was the most significant accomplishment of the project of the first year. The completion of these initial models by the six participating councils marked the end of the design phase and the beginning of the evaluation and implementation phases. During the implementation and evaluation phases the models and the actual council operations are being evaluated. These evaluations are expected to result in revisions of the operating procedures of the councils and should lead to improved council effectiveness.

The significant milestones of the first year have included: the selection of the six pilot sites; the selection of the project staff; the completion of the Status Study; the preparation of a questionnaire and accompanying resource guide to be used by the councils to determine the scope and content of their operating procedures; the development of model operating procedures from the answers to the questionnaire; and during the fourth quarter the administration and results of the first major evaluative instrument, the Process-Progress Inventory. These milestones are depicted by the flowchart included as Appendix A of the Annual Report.

A. Pilot Site Selection

The pilot site selection process involved setting criteria for the awarding of grants to strengthen local vocational administration. These criteria were prepared through consultation between the project staff and members of the Florida Department of Education. A communication to invite participation was sent to each of the twenty-eight coordinating council districts in the State. Applications to participate were returned by

eighteen districts (list included in Appendix A). Subsequent to the receipt of these applications, visits were made by the project staff to each of the eighteen districts. Summaries of these visits were forwarded to a state education agency selection committee whose membership included Joe Mills, Director, Division of Vocational Education; Lee Henderson, Director, Division of Community Colleges; and Woodrow Darden, Director, Division of Public Schools. From the eighteen applications, six coordinating councils were chosen to participate in the model development (memo announcing the six selected councils, Appendix A). Documents concerning the selection of the six pilot sites are included in Appendix B of the First Quarterly Report. The six coordinating councils chosen to participate in the Coordinating Council Development Project are:

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services serving Brevard County Public Schools and Brevard Community College

Coordinating Council of Vocational/Technical, General Adult and Community Services Education of Broward County serving Broward County Public Schools and Broward Community College

Chipola Junior College Area Coordinating Council serving Public Schools of Calhoun, Holmes, Jackson, Liberty and Washington Counties and Chipola Junior College

Duval-Nassau Coordinating Council for Vocational Education serving Public Schools of Duval and Nassau Counties and Florida Junior College at Jacksonville

Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services for Manatee County School District, Sarasota County School District and Manatee Junior College

The Coordinating Council of St. Johns River Junior College District serving Public Schools of Clay, Putnam and St. Johns Counties and St. Johns River Junior College

B. Project Staff Selection

At the close of the first quarter the selection of the Project

Coordinator and an Assistant Coordinator for Systems Design and Process Development was completed. The appointment of the Assistant Coordinator for Implementation and Evaluation was deferred until further planning and definition of project procedures had taken place. During the second quarter the part-time staff member involved in the preparation of evaluation procedures was appointed as the Assistant Coordinator for Implementation and Evaluation. The position continued to be part-time (60%) through the end of the second quarter but became full-time January 1, 1976. The resumes and documents relating to the selection of the three coordinators are contained in Appendix A of the First Quarterly Report. The coordinators are employed by the University of South Florida and are responsible for the coordination of the six individual projects being conducted by the six participating councils.

Early in the second quarter each of the six participating councils selected an individual to act as their facilitator (Appendix A, Second Quarterly Report). The responsibilities of the facilitators are generally (1) to act as the communication link between the project coordinators (at the University of South Florida) and the participating councils, (2) to facilitate the development of the model operating procedures, (3) to provide evaluative progress reports to the coordinators and the councils during the implementation of the model operating procedures and (4) to aid their councils to refine these procedures during the implementation/evaluation phases of the project. Other specific responsibilities of the facilitators are determined by the council.

Due to budgetary requirements the facilitators are employed by one of the institutional members of their council. The employing institution was determined by the council and institution type differs from site to site.

One facilitator was replaced during the third quarter and another was appointed during the fourth quarter. Their vitae are contained in Appendix F of the Third Quarterly Report and Appendix B of the Annual Report respectively.

C. Status Study

The Status Study described the extent to which the twenty-eight coordinating councils have fulfilled the responsibilities set forth in the Florida State Board of Education Regulation 6A-6.67. The Study also identified the factors which contribute to the effectiveness of these councils to fulfill these responsibilities.

The findings indicate that there are various levels of operation among coordinating councils across the State of Florida. A few have quite sophisticated levels of operation and have been effective in their activities. However, the fact that nineteen of the twenty councils that provided minutes to the investigator had a rating of 5.5 or lower on an effectiveness scale of 1 to 10 indicating that most councils have complied only minimally with the State Regulations. Since only twenty of twenty-eight councils provided minutes of meetings, several may not have been operating at all. The Study indicated that many of the councils which were functioning at the time of the Study needed to improve the quality of their operation in order to fulfill the requirements of State Board of Education Regulation 6A-6.67. The Status Study is contained as Appendix E of the First Quarterly Report.

D. Questionnaire and the Resource Guide

The major developmental task accomplished during the second quarter was the preparation and administration of the Status Study Instrument and Questionnaire to Determine Model Content and the accompanying Resource Guide (Appendix B, Second Quarterly Report). This instrument allowed each council

to determine the operating procedures it believed it should use. The accompanying Resource Guide provided the council with possible alternative answers to the "what procedures should be used" questions. These alternative answers were not to be considered all encompassing but were prepared as examples that could provoke discussion by the council and would aid the council to develop its own alternatives.

The Questionnaire and the Resource Guide were developed by the coordinators and facilitators using the feedback from the councils communicated by the facilitators at project staff meetings (facilitator meetings). The development of the Questionnaire began with a model content listing exercise conducted at the Project Staff Meeting on September 24 and 25, 1975. From the results of the content listing exercise the coordinators prepared the worksheets that were used by the coordinators, facilitators and council members to develop the Questionnaire and Resource Guide. At the meetings the project staff went through the worksheet item-by-item revising the questions and brainstorming possible alternative answers. From the revised worksheets the project coordinators prepared the Questionnaire and the Resource Guide.

The Status Study Instrument and Questionnaire to Determine Model Content and the Resource Guide were distributed to the facilitators at the November 19 and 20, 1975, Project Staff Meeting for administration to their councils. The Questionnaire was to be completed and returned to the University of South Florida staff at the December 17-18, 1975, Project Staff Meeting. By December 15, 1975, five of the six councils had completed and returned the Questionnaire. The sixth council was in the process of preparing its answers. The five completed Questionnaires are continued in Appendix B of the Second Quarterly Report.

E. The Model Operating Procedures

The preparation of the model operating procedures early in the third quarter (December 15, 1975 through March 15, 1976) was the most significant accomplishment of the quarter and the project to date. The completion of these initial models by the six participating councils marked the end of the design phase and the beginning of implementation and evaluation phases. A copy of each of the models is contained in Appendix A of the Third Quarterly Report.

The design process involved the following six steps:

(1) To determine to the fullest extent possible all questions concerning the content of model operating procedures for coordinating councils.

(2) To concurrently determine possible alternative answers to these questions.

(3) To, by the use of feedback from the participating councils (communicated by the facilitators), review and revise these questions and possible answers.

(4) To, based upon the review and revision, develop a questionnaire so that each participating council could determine its present operating procedure and the operating procedures it believed it should be using. Also, based on the review and revision, to develop a resource guide that could be used in completing the questionnaire (Appendix B, Second Quarterly Report).

(5) For each participating coordinating council to develop from its answers to the questionnaire, a set of model operating procedures to be tested by the council.

(6) And to review and revise this model as needed based on information developed during the implementation and evaluation phases.

Each of the six councils has completed the first five steps and is now in the process of implementing its self-developed operating procedures and in determining the strategies it will use to reach its goals and objectives.

A comparison of the six models prepared by Robert B. Hansen (the Facilitator for the Brevard Coordinating Council) shows that while there is much similarity among the six models they each have some unique characteristics (Appendix B, Third Quarterly Report). A closer inspection of the models reveals that many of these differences are in format rather than in content. However, the differences in both content and format resulted from the necessity of each council meeting its own unique organizational and institutional needs. This situation indicates that although the six models will be generalizable to the other twenty-two councils, each of the other councils will have to develop its own set of model operating procedures.

F. The Process-Progress Inventory

The Process-Progress Inventory (PPI) is the first major evaluative instrument to be administered since the development of the model operating procedures. The PPI was delivered to the facilitators during the third quarter and the responses were returned to the central staff at the May, 1976 meeting. The PPI and the accompanying Guidelines for PPI Answer Content were included in Appendix E of the Third Quarterly Report. Four of the completed inventories are contained in Appendix E of the Annual Report. The other councils' PPI will be included in the next report because of the change in facilitators.

The Process-Progress Inventory is an examination of the goals and objectives stated in a council's model. The PPI will be administered two more times during the project. The PPI is intended to cause the councils to examine each objective in terms of a set of guidelines accompanying the instrument. These Guidelines, (Appendix E, Third Quarterly Report) suggest that the council: (1) prioritize objectives, (2) determine what has to be done, (3) who is to do it, (4) when it is to be done, (5) the resources required to get the job done and (6) how it will be determined that the job has been done.

The first response from the PPI was not expected to show the achievement of the objectives, but was expected to initiate the above outlined tasks by the councils. The second and third administrations of the PPI are expected to show more work by councils toward accomplishment of their stated objectives, and to aid the councils to re-examine their objectives over a period of time to determine the appropriateness of their objectives and council operations. The comparison of the three inventories will allow the project staff to evaluate the progress toward goal/objective achievement of each council and will provide an indicator of the validity of their adopted operating procedures.

II. MAJOR EVENTS

The major events of the first annum have been the planning and orientation meetings held during the first quarter; the twelve project staff meetings held during the second, third, and fourth quarters; the Coordinating Council Development Project Conference held February 11-12, 1976; and the 1976 National Vocational Education Research Conference on Improving the Local Administration of Vocational Education attended by the Project

Coordinator and Assistant Project Coordinator for Evaluation and Implementation. Another highlight was a meeting held for a U. S. Office of Education Program Office visit by Jack Wilson on June 4, 1976, in Tallahassee.

A. Orientation Meetings

The major events of the first quarter was a meeting which involved representatives of Florida Vocational Education Division and project coordinators in the planning of the orientation meeting and the orientation meeting itself.

At the orientation meeting, presentations were made concerning the financial obligations of the grantees, the reports required of the participants by the U. S. Office of Education, the roles and selection of the facilitators and the role of the University of South Florida staff. The history and goals of the project were discussed in detail. Present at the orientation meeting were representatives of the six pilot sites, the project staff and the Division of Vocational Education. Details of the meeting are contained in Appendix C of the First Quarterly Report.

B. Project Staff Meetings

Seven project staff meetings were held during the second quarter. Each of the meetings began at 1:00 P.M. on the first day and ended approximately noon of the second day. Time was allotted at the meetings for a discussion of the minutes of preceding meetings, work sessions, guest participants, facilitator and University of South Florida reports, planning for the next meeting, discussion, and any other business brought

up by the participants. The agendas and minutes of these project staff meetings are included in Appendix C of the Second Quarterly Report.

Two project staff meetings were held during the third quarter. The reduction in the number of meetings from two per month to a single meeting per month began with the first meeting of the third quarter. From then until the end of the project there will be one project staff meeting per month except in cases when special circumstances warrant a second meeting. The project staff meetings held during the third quarter followed the same basic format as in the previous quarter. Agendas and minutes of the third quarter meetings are included in Appendix B of the Third Quarterly Report.

During the fourth quarter three project staff meetings were held. The program of each of the meetings was essentially the same as in the second and third quarters but the meeting time was extended to allow for the inclusion of a greater number of guest participants and more discussion time. Fourth quarter minutes and agendas are included as Appendix D of the Annual Report.

C. Coordinating Council Development Project Conference

The Coordinating Council Development Project Conference was held on February 11 and 12, at the Sheraton-Orlando Jet Port Inn. The Conference included presentations by representatives of the Florida House and Senate, the Florida Department of Education, the project staff and the U. S. Office of Education. Council members from each of the participating councils attended. The excerpted presentations by the guest speakers and the Conference handouts are included in Appendix C of the Third Quarterly Report. The handouts include the Conference Agenda, the models (Appendix A, Third

Quarterly Report), the Florida Planning Model, a comparison chart of the six models and other materials. The Conference evaluation is also contained in Appendix C of the Third Quarterly Report.

D. The 1976 National Vocational Education Research Conference on Improving the Local Administration of Vocational Education, Lansing, Michigan

The Project Coordinator presented an overview of the project with a paper outlining the purpose and the progress to date of the project (Appendix C, Annual Report) and using transparencies to show the plan of action of the project (Appendix A, Annual Report).

The project was explained in more detail and questions were answered by both the Project Coordinator and the Assistant Coordinator in smaller group work sessions.

E. U. S. Office of Education Program Office Visit

Jack Wilson from the U. S. Office of Education heard a detailed review of the Coordinating Council Development Project from all involved in the project. Joe Mills and C. M. Lawrence, Director and Assistant Director of the Vocational Education Division in the Department of Education gave a history of the council concept and initiation. Others in the Department of Education contributed by reporting how various operations in the Vocational Education Division serve coordinating councils (Agenda in Appendix C, Annual Report). The six facilitators and the University of South Florida staff presented their parts of the operation and the expected outcomes of the project.

III. PROBLEMS

The only major problem encountered during the last three quarters

concerned the number of hours required of the facilitators to accomplish their assigned tasks. As the project was envisioned, the facilitator position was to be a one half-time position for the second quarter and one quarter-time for the next four quarters. However, as reported by the facilitators in their Facilitator Activity Reports (Appendix E, Second Quarterly Report; Appendix E, Third Quarterly Report; and Appendix E, Annual Report) most of the facilitators are spending at least 40 hours per week each week and more time other weeks. During quarter three this problem became more acute. The solution adopted by several councils was the appointment of the facilitator as a full-time employee. To accomplish this the member institutions of the councils absorbed the difference in costs between the grant funds and the cost of full-time employment of the facilitator.

During the fourth quarter each of the six councils made requests for additional funding in order to appoint their facilitators full-time. At the present time four of the facilitators are working on a full-time basis and two of them are part-time.

IV. PUBLICITY AND DISSEMINATION

Several methods of publicity and dissemination have been utilized during the first year of the project. Guest speakers have attended project staff meetings and the Coordinating Council Development Project Conference. The project coordinators have visited each of the sites and have attended a number of state and national meetings and conferences. Handouts have been prepared for each project staff meeting, a memorandum with accompanying information has been mailed to each facilitator to share with his council, (the handouts and memos are also mailed to other individuals interested

in the project), and articles describing project progress have been submitted to several journals. Two major efforts to disseminate information to interested parties not involved in the project have been the mailing of a project brochure during the third quarter and the mailing of an information packet during the fourth quarter.

A. Speaker/Participants

These speaker/participants provided the project staff and coordinating council members with much valuable information. Their participation also allowed the project staff to discuss and present project progress and product to state level administrators and other interested individuals. The attendance of these individuals has served to publicize the project statewide. The speaker/participants are listed in Appendix F of the Annual Report.

B. Visits

Visits to coordinating council meetings by the project staff and meetings with individual council members have served to improve the sharing of information concerning the development of operating procedures as well as promoting understanding of the differences and similarities of the participating councils. The project coordinators have visited all six of the sites. There have also been visits by the facilitators to other council meetings.

The project coordinators have also discussed the project with other interested parties and presentations have been made to a State Conference of the Community College Deans and Directors of Occupational Education, a meeting of the Bureau Chiefs of the Division of Vocational Education, to the Florida Association of District Superintendents, to the Florida Association of Teacher Educators, and to the Commissioner of Education and members of his staff.

Other meetings and conferences attended were the National Vocational Education Research Conference, the Research Coordinating Units Conference, the Florida West Coast Council for Lifelong Learning and the Conference for Interinstitutional Leadership.

C. Written Communications

At each project staff meeting handouts are presented for information and discussion. These handouts include journal articles, news clippings, presentations by state and national educators, the projects' working documents, and any other information gathered by the project staff, council members, or other interested individuals. Between meetings a memorandum is mailed to the facilitators and other persons on the project mailing list. This memo includes information gathered between meetings, as well as minutes from the preceding meetings, the agenda for the next meeting, and the meeting evaluation form from the preceding meeting. All handouts and memo information used by the project staff are paged and punched for inclusion in the project notebooks. The memos, the mailing lists and the notebook table of contents for the second, third and fourth quarters are included in Appendix D, of the Second Quarterly Report, Appendix D of the Third Quarterly Report, and Appendix F of the Annual Report respectively.

D. Published Articles

Articles describing the Coordinating Council Development Project were submitted during the third quarter to American Vocational Journal and Catalyst for Change. The Quarterly Newsletter on Career Education from the Manatee Career Education Consortium printed an article describing the coordinating councils in the Winter, 1976 issue. An article has also been submitted to

the Florida Vocational Journal. The published articles are included in Appendices D of the Second and Third Quarterly Reports and Appendix F of the Annual Report.

E. Coordinating Council Development Project Brochure

Early in the third quarter a brochure describing the project was designed by the project staff. Three-thousand copies were printed and by the end of the third quarter approximately two-thousand had been distributed. A copy of the brochure and a list of the brochure recipients was included in Appendix D of the Third Quarterly Report. An update of the recipient list is included in this report (Appendix F).

F. Information Packet

During the fourth quarter an information packet describing the Coordinating Council Development Project was mailed to all Florida School Superintendents, Community College Presidents, and Chairmen of Coordinating Councils. This information packet contained a copy of the article printed in Catalyst for Change (Appendix F, Annual Report), the presentations by the guest speakers at the Project Conference (Appendix C, Third Quarterly Report), the Model Matrix prepared by Robert Hansen (Appendix C, Third Quarterly Report), the facilitators' mailing addresses and a memorandum concerning the information sent (Appendix F, Annual Report). Other information has been sent out as requested by recipients of the brochure and by individuals attending the various conferences where presentations have been made. In addition to the information packet, the presentation made at the National Vocational Education Research Conference in Lansing, Michigan (Appendix C, Annual Report), the Project Confernece presentations (Appendix C, Third Quarterly Report), and copies of the Second and Third Quarterly Reports have been distributed.

V. DATA COLLECTION AND EVALUATION PLANS AND PROCEUDRES

During the last four quarters several major data collection procedures were developed and several instruments administered. The Status Study, the Questionnaire, and PPI were discussed in the Accomplishment section of the Annual Report. These instruments and the planned follow-up will provide the major portion of the data collected. Other important raw data are collected from the project staff meeting evaluations, the Facilitator Activity Reports, Coordinating Council meeting minutes and tapes, and from guest participants to project staff meetings. The initial evaluation plans for the project are illustrated in the flowchart included in this report as Appendix A. They are further described in the Model Implementation and Evaluation document and the Time Line for Implementation/Evaluation in Appendix C of the Third Quarterly Report and by the project Evaluation Plan on pages 248, 249, and 250 of Appendix E of the Second Quarterly Report. These initial plans have been revised several times as new instruments have been added and other sources of information determined. Further revision and refinement is expected.

A. Ongoing Data Collection Procedures

All project staff meetings are evaluated by the facilitators. These evaluations allow the University of South Florida staff to prepare for subsequent meetings as well as to prepare the between meeting memoranda. Summaries of all meeting evaluations have been included in Appendix E of the Second and Third Quarterly Reports and the Annual Report.

Also included in the evaluation appendix of the reports is the Facilitator Activity Report Form. This form allows the project staff to determine the responsibilities that each council requires of its facilitator. The

form requests information concerning problems encountered, the last project staff meeting attended, agenda items for the next meeting and it informs the University of South Florida staff of meetings the facilitator has attended between project staff meetings.

The tapes and minutes of each meeting held by the participating coordinating councils are collected and analyzed. Significant happenings at these meetings are discussed at the project staff meetings and important documents and procedures are shared among the councils.

B. Evaluation Plans

The main aspects of the evaluation plan include: determining the progress made by councils during the project, continual scrutiny of processes used to carry out the project in view of the objectives of the project, and the establishment of the council's self-evaluation and modification procedures in terms of its goals and objectives. The evaluation plan summary for the four phases of the project was disseminated to the facilitators during the second quarter. The summary includes the objectives of the evaluation, the tentative instruments and other means of data/information collection and the sources of the information (Appendix E, Second Quarterly Report).

The Model Implementation and Evaluation presentation at the Coordinating Council Development Project Conference (Appendix C, Third Quarterly Report) is a detailed outline which councils can follow in order to implement their models and build a self-analysis system that will insure ongoing effective operation in terms of the goals and objectives they set for themselves.

VI. STAFF EMPLOYMENT, UTILIZATION, AND DEVELOPMENT

The project staff includes the Project Coordinator, the Assistant

Coordinator for Systems Design and Process Development, the Assistant Coordinator for Implementation and Evaluation, and the six facilitators employed by the participating councils.

The Assistant Coordinator for Systems Design resigned to fill another position at the end of May. One facilitator resigned in the fourth quarter and was replaced by a person from the same institution on a half-time basis. Another facilitator was replaced in the third quarter (vitae are included in Appendix B of this Report and Appendix F of the Third Quarterly Report respectively).

A. Responsibilities of the University of South Florida Staff

The responsibilities of the University of South Florida staff include: (1) managing the project, (2) identifying specific tasks for accomplishment of stated project goals and objectives, (3) planning (with facilitator input), arranging and hosting the project staff meetings, (4) providing technical assistance for the councils and facilitators in model development, implementation and evaluation, (5) making project related information from within and from outside of the project available to all persons concerned with project, and (6) planning and hosting the Coordinating Council Development Project Staff Conference.

B. Responsibilities of the Facilitators

The facilitators have had many and varied responsibilities during the last three quarters. The individual councils define the specific tasks for their facilitator. Several general responsibilities of this position are: (1) acting as liaison between the University of South Florida staff and the council, (2) assisting and directing the council in constructing its model

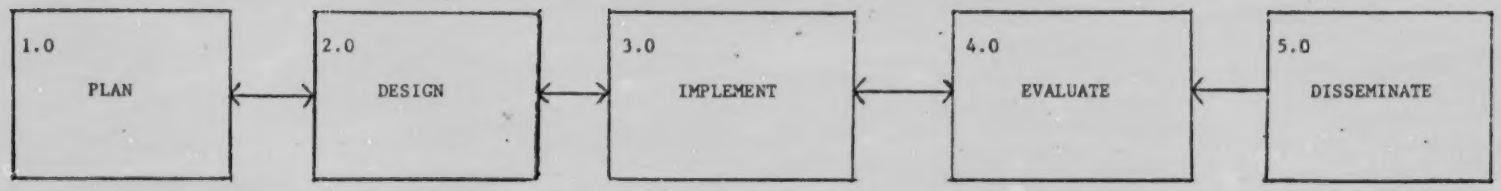
operating procedure and goals/objectives/strategies, and (3) providing the project staff information on the council's progress (*i.e., activity reports*, questionnaires, Process-Progress Inventory, meeting evaluation, transmittal of tapes and minutes, and etc.).

APPENDIX A

FLORIDA VOCATIONAL AND ADULT EDUCATION

AND COMMUNITY INSTRUCTIONAL SERVICES

COORDINATING COUNCIL DEVELOPMENT PROJECT



BREAKDOWN OF PROJECT OPERATION

INTRODUCTION

Every phase of this project is a complex overlapping of parts of all the phases. This breakdown is a very general statement of the major milestones. The explicit strategies (activities) necessary for each of the stated milestones are outlined in other documentation contained in the Project Notebook.

RS - 3/22/76

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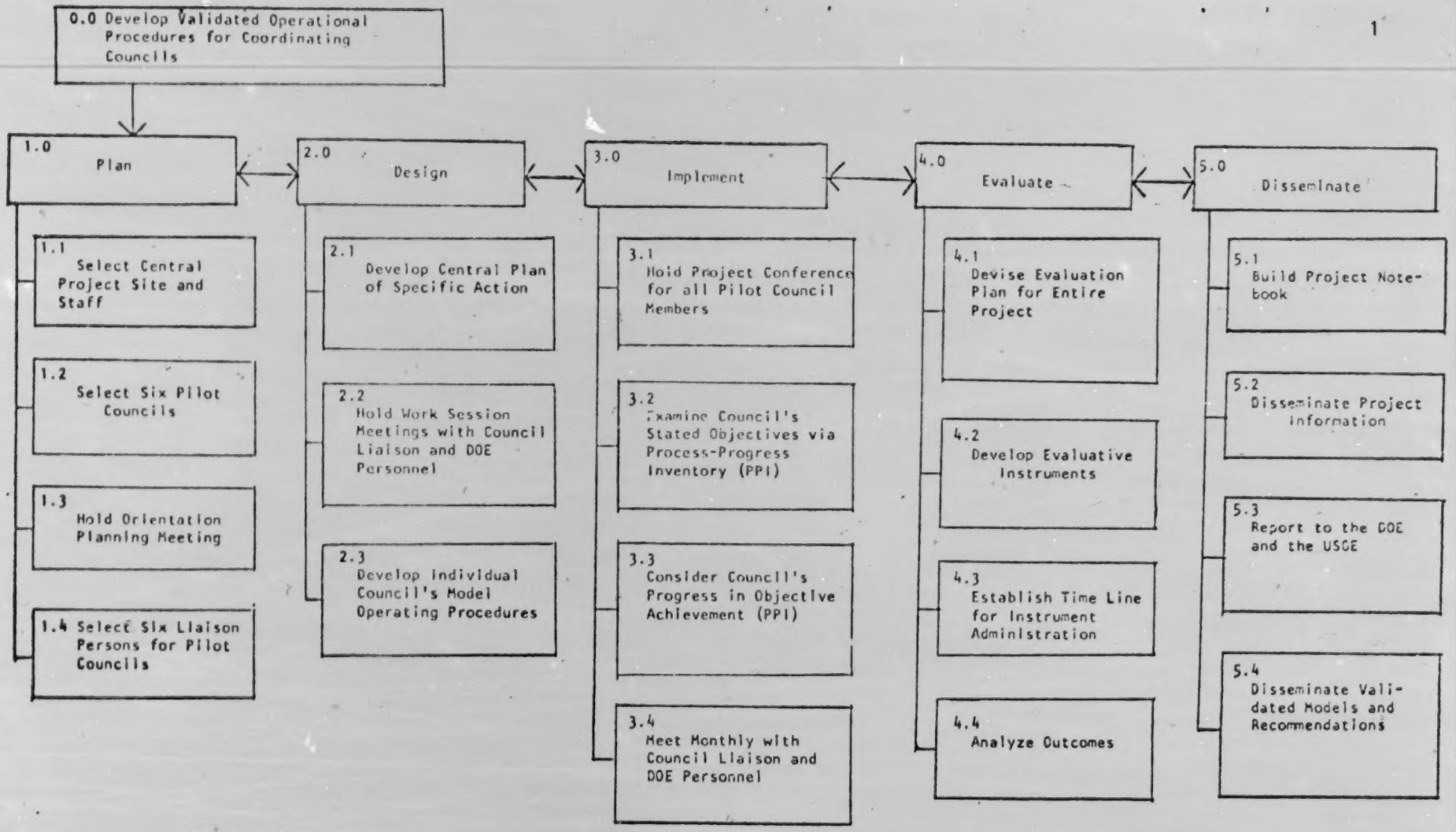
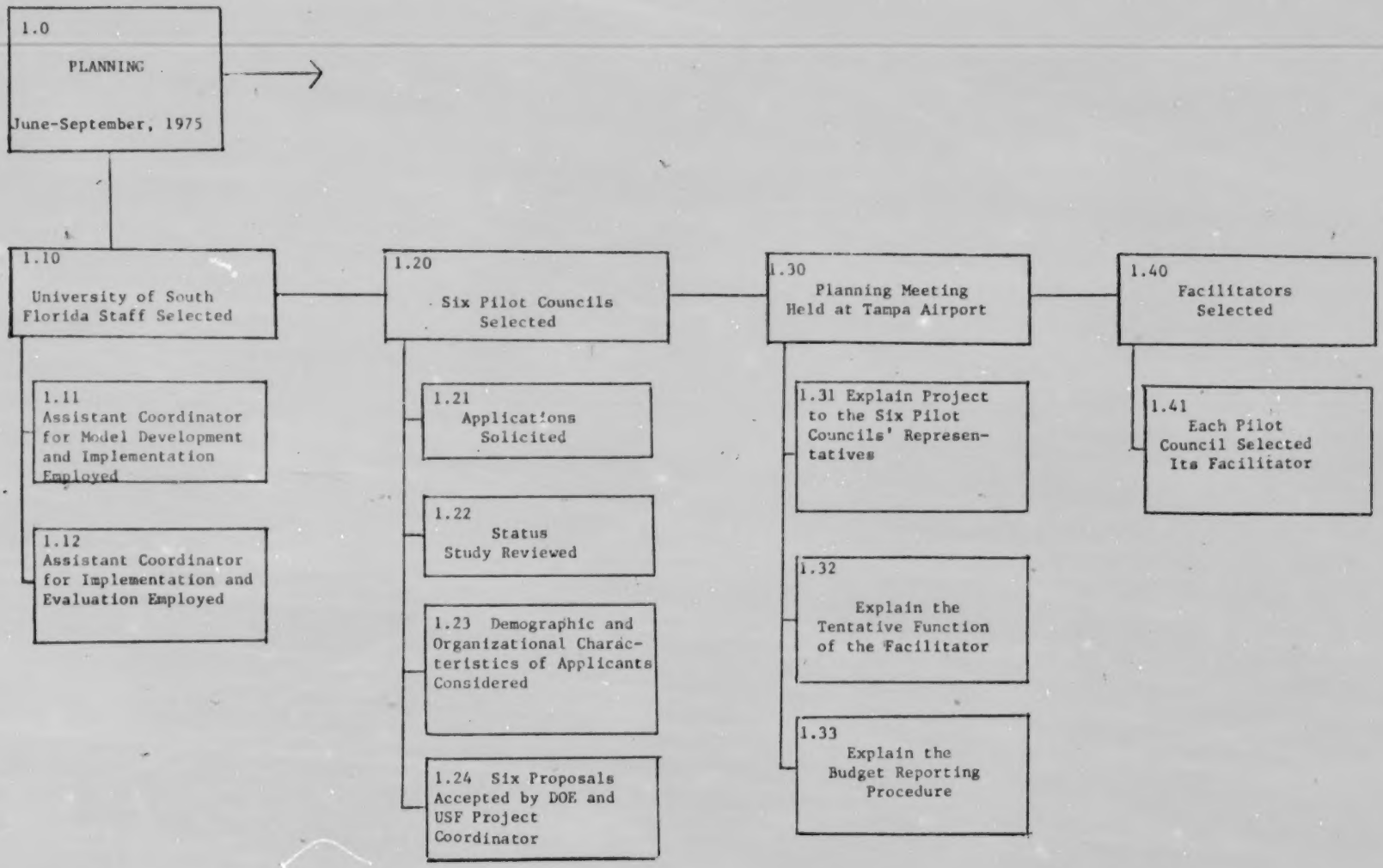
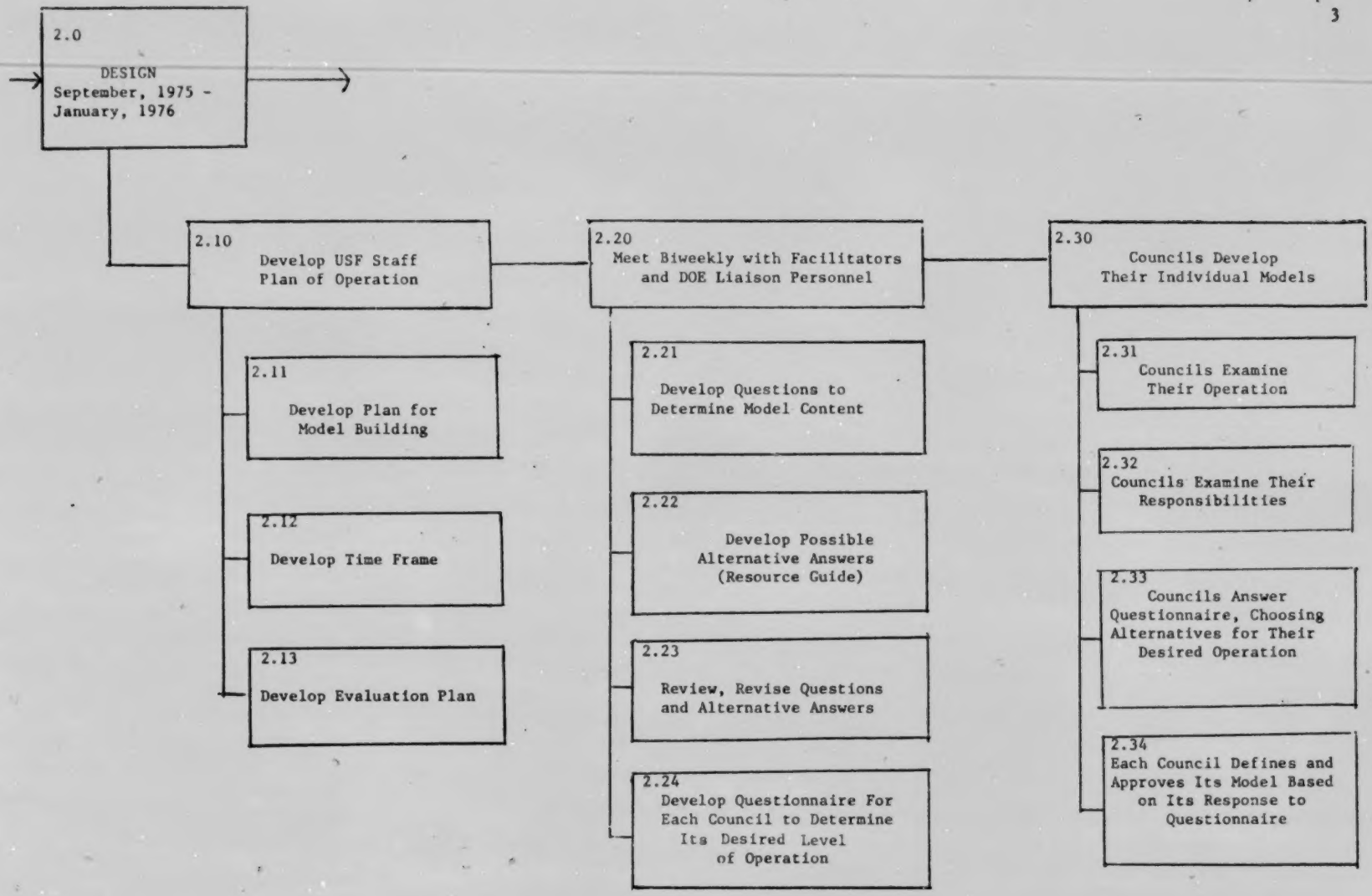
FIGURE 1


0.0 Develop Validated Operational Procedures for Coordinating Councils
1.0 Plan
2.0 Design
3.0 Implement
4.0 Evaluate
5.0 Disseminate
1.1 Select Central Project Site and Staff
1.2 Select Six Pilot Councils
1.3 Hold Orientation Planning Meeting
1.4 Select Six Liaison Persons for Pilot Councils
2.1 Develop Central Plan of Specific Action
2.2 Hold Work Session Meetings with Council Liaison and DOE Personnel
2.3 Develop Individual Council's Model Operating Procedures
3.1 Hold Project Conference for all Pilot Council Members
3.2 Examine Council's Stated Objectives via Process-Progress Inventory (PPI)
3.3 Consider Council's Progress in Objective Achievement (PPI)
3.4 Meet Monthly with Council Liaison and DOE Personnel
4.1 Devise Evaluation Plan for Entire Project
4.2 Develop Evaluative Instruments
4.3 Establish Time Line for Instrument Administration
4.4 Analyze Outcomes
5.1 Build Project Notebook
5.2 Disseminate Project Information
5.3 Report to the DOE and the USOE
5.4 Disseminate Validated Models and Recommendations


1.0
PLANNING
June-September, 1975
1.10
University of South Florida Staff Selected
1.11
Assistant Coordinator for Model Development and Implementation Employed
1.12
Assistant Coordinator for Implementation and Evaluation Employed
1.20
Six Pilot Councils Selected
1.21
Applications Solicited
1.22
Status Study Reviewed
1.23 Demographic and Organizational Characteristics of Applicants Considered
1.24 Six Proposals Accepted by DOE and USF Project Coordinator
1.30
Planning Meeting Held at Tampa Airport
1.31 Explain Project to the Six Pilot Councils' Representatives
1.32
Explain the Tentative Function of the Facilitator
1.33
Explain the Budget Reporting Procedure
1.40
Facilitators Selected
1.41
Each Pilot Council Selected Its Facilitator

32

33


2.0
DESIGN
September, 1975 - January, 1976
2.10
Develop USF Staff Plan of Operation
2.11
Develop Plan for Model Building
2.12
Develop Time Frame
2.13
Develop Evaluation Plan
2.20
Meet Biweekly with Facilitators and DOE Liaison Personnel
2.21
Develop Questions to Determine Model Content
2.22
Develop Possible Alternative Answers (Resource Guide)
2.23
Review, Revise Questions and Alternative Answers
2.24
Develop Questionnaire For Each Council to Determine Its Desired Level of Operation
2.30
Councils Develop Their Individual Models
2.31
Councils Examine Their Operation
2.32
Councils Examine Their Responsibilities
2.33
Councils Answer Questionnaire, Choosing Alternatives for Their Desired Operation
2.34
Each Council Defines and Approves Its Model Based on Its Response to Questionnaire

34

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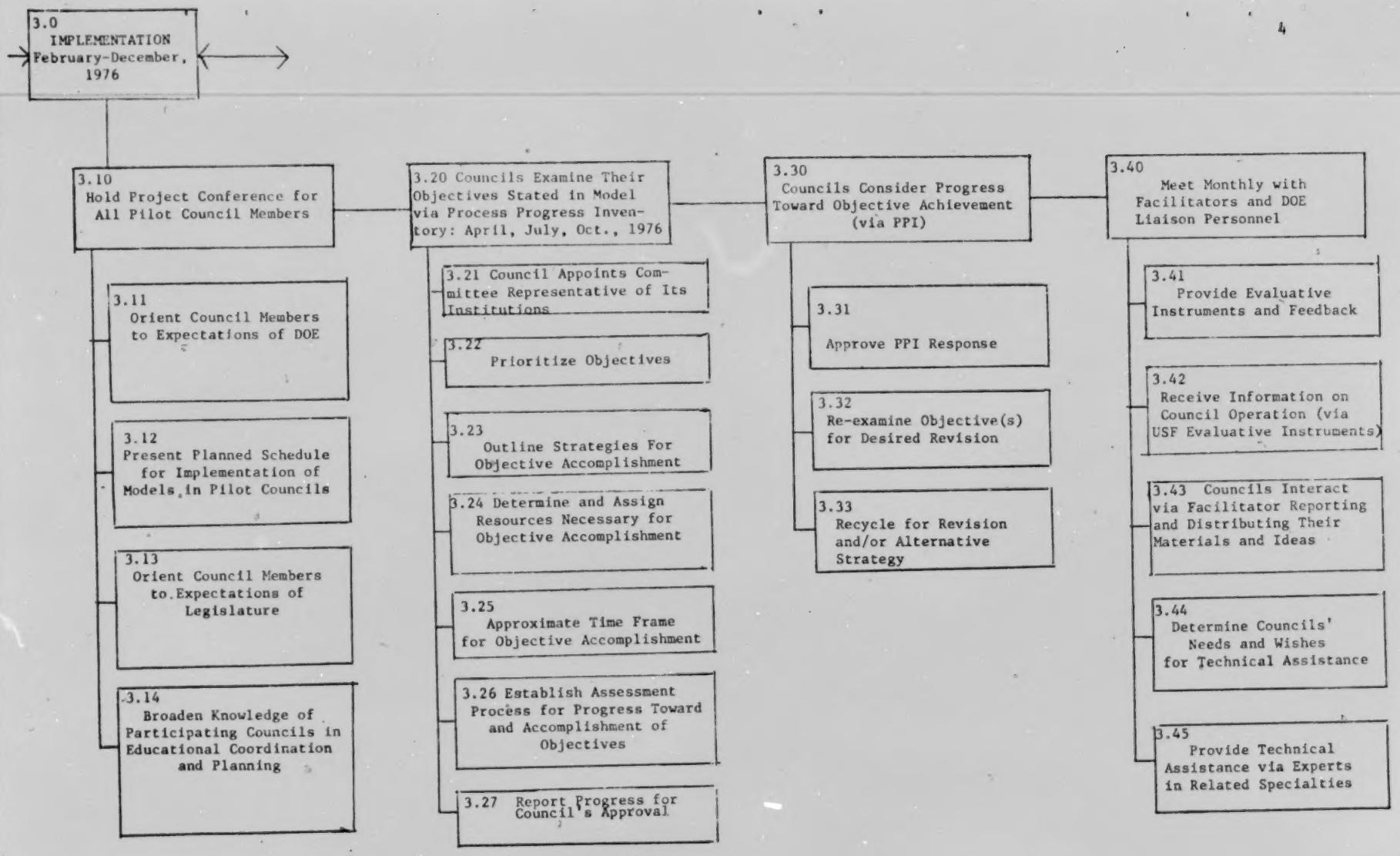
3.0
IMPLEMENTATION
February-December, 1976
3.10
Hold Project Conference for All Pilot Council Members
3.11
Orient Council Members to Expectations of DOE
3.12
Present Planned Schedule for Implementation of Models in Pilot Councils
3.13
Orient Council Members to Expectations of Legislature
3.14
Broaden Knowledge of Participating Councils in Educational Coordination and Planning
3.20 Councils Examine Their Objectives Stated in Model via Process Progress Inventory: April, July, Oct., 1976
3.21 Council Appoints Committee Representative of Its Institutions
3.22
Prioritize Objectives
3.23
Outline Strategies For Objective Accomplishment
3.24 Determine and Assign Resources Necessary for Objective Accomplishment
3.25
Approximate Time Frame for Objective Accomplishment
3.26 Establish Assessment Process for Progress Toward and Accomplishment of Objectives
3.27 Report Progress for Council's Approval
3.30
Councils Consider Progress Toward Objective Achievement (via PPI)
3.31
Approve PPI Response
3.32
Re-examine Objective(s) for Desired Revision
3.33
Recycle for Revision and/or Alternative Strategy
3.40
Meet Monthly with Facilitators and DOE Liaison Personnel
3.41
Provide Evaluative Instruments and Feedback
3.42
Receive Information on Council Operation (via USF Evaluative Instruments)
3.43 Councils Interact via Facilitator Reporting and Distributing Their Materials and Ideas
3.44
Determine Councils' Needs and Wishes for Technical Assistance
3.45
Provide Technical Assistance via Experts in Related Specialties

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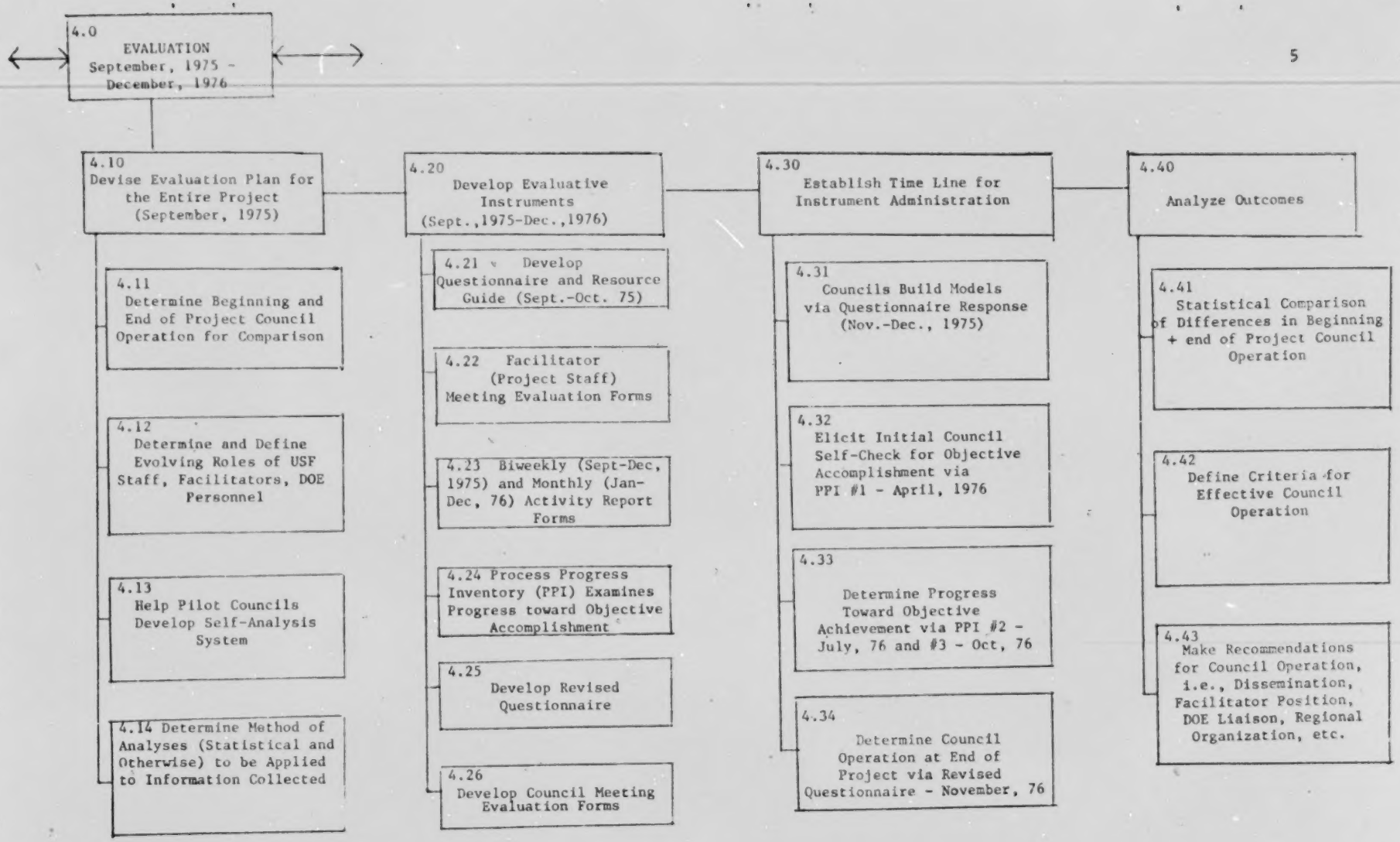
4.0
EVALUATION
September, 1975 - December, 1976
4.10
Devise Evaluation Plan for the Entire Project (September, 1975)
4.11
Determine Beginning and End of Project Council Operation for Comparison
4.12
Determine and Define Evolving Roles of USF Staff, Facilitators, DOE Personnel
4.13
Help Pilot Councils Develop Self-Analysis System
4.14 Determine Method of Analyses (Statistical and Otherwise) to be Applied to Information Collected
4.20
Develop Evaluative Instruments (Sept.,1975-Dec.,1976)
4.21 Develop Questionnaire and Resource Guide (Sept.-Oct. 75)
4.22 Facilitator (Project Staff) Meeting Evaluation Forms
4.23 Biweekly (Sept-Dec, 1975) and Monthly (Jan-Dec, 76) Activity Report Forms
4.24 Process Progress Inventory (PPI) Examines Progress toward Objective Accomplishment
4.25
Develop Revised Questionnaire
4.26
Develop Council Meeting Evaluation Forms
4.30
Establish Time Line for Instrument Administration
4.31
Councils Build Models via Questionnaire Response (Nov.-Dec., 1975)
4.32
Elicit Initial Council Self-Check for Objective Accomplishment via PPI #1 - April, 1976
4.33
Determine Progress Toward Objective Achievement via PPI #2 - July, 76 and #3 - Oct, 76
4.34
Determine Council Operation at End of Project via Revised Questionnaire - November, 76
4.40
Analyze Outcomes
4.41
Statistical Comparison of Differences in Beginning + end of Project Council Operation
4.42
Define Criteria for Effective Council Operation
4.43
Make Recommendations for Council Operation, i.e., Dissemination, Facilitator Position, DOE Liaison, Regional Organization, etc.

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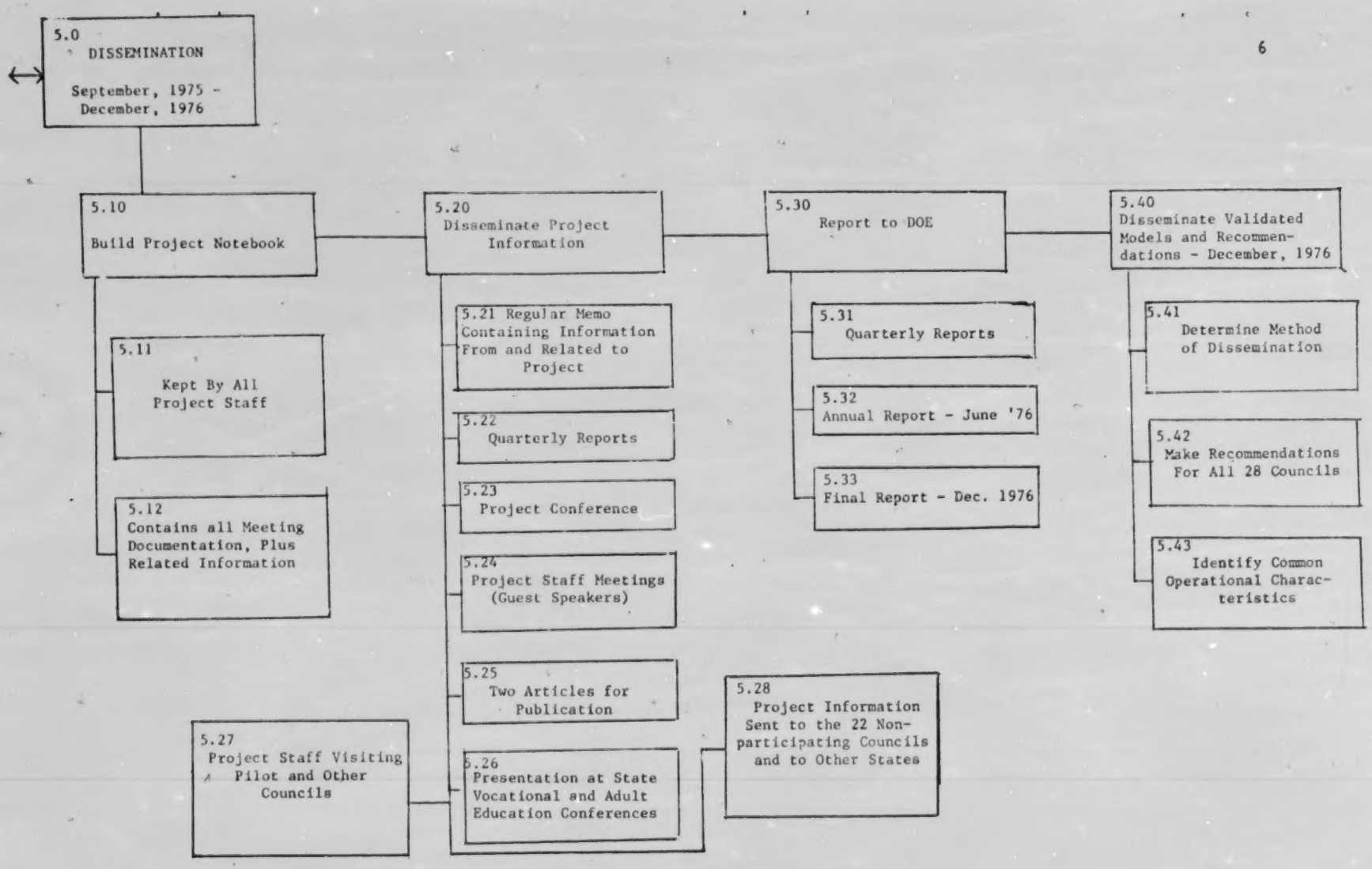
5.0
DISSEMINATION
September, 1975 - December, 1976
5.10
Build Project Notebook
5.11
Kept By All Project Staff
5.12
Contains all Meeting Documentation, Plus Related Information
5.20
Disseminate Project Information
5.21 Regular Memo Containing Information From and Related to Project
5.22
Quarterly Reports
5.23
Project Conference
5.24
Project Staff Meetings (Guest Speakers)
5.25
Two Articles for Publication
5.26
Presentation at State Vocational and Adult Education Conferences
5.27
Project Staff Visiting Pilot and Other Councils
5.28
Project Information Sent to the 22 Non-participating Councils and to Other States
5.30
Report to DOE
5.31
Quarterly Reports
5.32
Annual Report - June '76
5.33
Final Report - Dec. 1976
5.40
Disseminate Validated Models and Recommendations - December, 1976
5.41
Determine Method of Dissemination
5.42
Make Recommendations For All 28 Councils
5.43
Identify Common Operational Characteristics

40

41

ABSTRACT

EVALUATION OF THE EFFECTIVNESS OF
DISTRICT COORDINATING COUNCILS FOR VOCATIONAL EDUCATION

This study was designed to answer the following two questions: (1) To what extent are local coordinating councils for vocational, adult general, and community services education fulfilling their responsibilities as outlined in State Board of Education Regulation 6A-6.67? and (2) What factors contribute to the effectiveness of these councils in fulfilling their designated purposes?

The data collected in the study came from (1) a checklist developed which listed those practices that supposedly contribute to effective coordinating council functioning, and (2) an analysis of coordinating council minutes obtained from 20 of the 28 councils.

Utilizing the council minutes, an effectiveness scale was developed with which responses from the checklist were correlated. The maximum effectiveness rating attainable was 10. The study reported that the 20 councils analyzed had a mean score of 3.725. Nineteen of the twenty councils had a rating of 5.5 or less.

The investigators concluded that most of the coordinating councils have not fulfilled the functions mandated by State Board of Education Regulation 6A-6.67. They also found that there is a substantial variation between voting membership on the councils and that which is required by regulations.

STATE OF FLORIDA

DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

September 5, 1975

MEMORANDUM

TO: Presidents of Vocational and Adult Coordinating Councils

FROM: Joe D. Mills

SUBJECT: Selection of the Six Vocational and Adult Coordinating Councils Pilot Sites

I am deeply appreciative of the excellent proposals received from eighteen of the twenty-eight Vocational and Adult Coordinating Councils. I regret that there were not sufficient funds to support the high quality prooosal you submitted and hope that resources will be available in the future to assist you in the implementation of products from the six pilot sites.

An ad hoc committee composed of Directors of Community Colleges, Public Schools and Vocational Education Divisions and their staff selected the six coordinating councils for intensive development assistance during the period September 15, 1975 - December 15, 1976. Pilot sites will be located with the following Vocational and Adult Coordinating Councils:

Broward Coordinating Council
St. Johns River Coordinating Council
Manatee Junior College Coordinating Council
Duval Coordinating Council
Chipola Coordinating Council
Brevard Coordinating Council

Dr. Danenburg and the project staff will be disseminating project findings to all twenty-eight councils as the year progresses. It is our hope that additional development funds will be available in the near future for all interested coordinating councils.

JDM/B/m

SELECTED PROPOSALS

Dr. W. Bashaw
Sarasota Co. School Board

Mr. Paul Starnes
Director
St. Johns River Jr. College

Mr. Luther Rogers*
3205 S. Wash. Avene
Titusville, Fl

Dr. Harry McComb
Broward County
Ft. Lauderdale

Mr. Maxwell C. King*
Brevard CC
Cocoa, Fl

Robert Childs
Marianna, Fl

Dr. Benjamin Wygal
Fla. Jr. College
Jacksonville, Fl

*Brevard Coordinating Council

UnSelected Proposals

Mr. Mitchell R. Robins
Adult Community Education
Palm Beach
West Palm Beach, Fl

Mr. William S. Fish
Marion County School Board
Ocala, FL

Mr. Lawrence Cunningham
Career Education Program Develop.
Orlando, FL

Mr. Hendrick Hardcastel
Tampa, Fl

Mr. L. B. Tyndall
Bartow, Fl

Dr. Milton O. JAnes
Pasco Hernando Community College
Dade City, FL

Mr. Coy G. Harris, Jr.
Flagler County Schools
Bunnell, Fl

John Standridge
Dade County
Miami, Fl

Dr. Charles Key
Pensacola Jr. College
Pensacola, FL

Mr. David G. Robinson
Edison Community College
Ft. Myers, Fl

Herbert E. Phillips
Lake City CC
Lake City, Fl

Mr. Carl Rehwinkel
Tallahassee, CC

APPENDIX B

VITA For

Dr. Ormond F. Whipple
840 N. W. 72nd Avenue
Plantation, Florida 33317
Telephone - Home: 305-584-6685
Work: 305-581-8700
Ext. 272, 273

PERSONAL: Born June 2, 1916 - Rockford, Illinois
Married - 3 children

EDUCATION:
1934 - Graduate Rockford High School
1938 - Graduate General Motors Institute of Technology
1947 - Awarded B.S. Degree - Industrial Engineering
General Motors Institute of Technology
1947-48 - University of Michigan - 9 Hrs.
1968-70 - University of Florida - 18 Hrs.
1972-75 - Ed.D. Nova University Community College Administration

ACTIVITIES:
1940-Present - American Society for Metals - Past Chairman
Miami Chapter
1945-Present - American Society for Quality Control
1969-1974 - Sponsored Florida Engineering Society Student Chapter
1967-Present - American Association University Professors -
President 1976
1967-Present - Florida Technical Association

County: 1973-1975 - Served on Selection and Negotiating Committee for
Fort Lauderdale-Hollywood International Airport

WORK EXPERIENCE:
1934-1935 - Tool and Die Maker - Chevrolet - Detroit
1935-1940 - Tool and Die Designer - Chevrolet - Flint
1940-1949 - Senior Technical Instructor - General Motors
Institute of Technology
1949-1953 - Chief Die Designer - Lincoln Mercury
1953-1955 - Plant Manager - Jet Engine Plant - Romulas, Mich.
1955-1966 - President - Whipple Engineering & Manufacturing, Inc.
Fort Lauderdale
1967-Present - Chairman Engineering Technology - Broward
Community College - Fort Lauderdale

APPENDIX C

THE FLORIDA COORDINATING COUNCIL

DEVELOPMENT PROJECT

Presentation at the

1976 NATIONAL VOCATIONAL
EDUCATION RESEARCH CONFERENCE
on
IMPROVING THE LOCAL ADMINISTRATION
OF VOCATIONAL EDUCATION
in
Lansing, Michigan

By

William P. Danenburg, Project Coordinator

Edward C. Kormanyos, Assistant Coordinator for
Systems Design and Model Development

Ruth G. Stephens, Assistant Coordinator
for Implementation and Evaluation

University of South Florida
Tampa, Florida

May 12, 1976

THE FLORIDA COORDINATING COUNCIL DEVELOPMENT PROJECT

Florida has been wrestling with the problem of coordinating the efforts of its several types of institutional delivery systems for many years. There has been to a greater or lesser degree, dependent on the local institutions involved, overlap in the delivery of education services by community colleges, area vocational-technical centers and the public schools. This overlap has resulted in less than optimal use of resources and facilities. In some areas needs are not being met, while in others there is inefficient duplication of effort.

In 1971, in order to better coordinate the activities of these delivery systems, the State Board of Education, through regulations, required each of the 28 community college districts to establish a coordinating council for vocational education. As stated in the present Florida State Board Regulations 6A-14.37 and 6A-6.67:

> "The responsibilities of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplication."

Although these coordinating councils have been established for several years, the results of two recent studies* have indicated a wide diversity in their effectiveness, operating procedures, and in some cases their importance as perceived by their member institutions. Based upon the results of and concurrent with these studies, the Vocational Division of the Florida Department of Education requested and received from the U. S. Office of Education funding for the Coordinating Council Development Project. The purpose of this project is to implement and evaluate alternative procedures for coordinating council

*Danenburg, William P. - Evaluation of the Effectiveness of District Coordinating Councils, Tampa: University of South Florida, 1975.

*Gallon, Dennis P. - The Relationship of Committee Process Theory to the Effectiveness of Selected Coordinating Councils in the State of Florida, Gainesville: Florida Community Junior College Inter-Institutional Research Council, 1975.

operation and to validate and disseminate the alternative procedures throughout Florida. To accomplish this goal, the project was divided into five overlapping phases: planning, design, implementation, evaluation and dissemination. These five phases cover the period between July 1, 1975 and December 15, 1976. At this time the planning and design phase are completed and work on implementation and evaluation has begun.

During the planning phase, several important steps were completed. These included the selection of the University of South Florida to manage and coordinate the project, the selection of the project staff, the selection of six pilot sites at which the alternative procedures would be developed and field tested, and the gearing up for the design phase of the project.

The project staff includes the Project Coordinator, two Assistant Project Coordinators, and six Facilitators. The coordinators constitute the University of South Florida central staff. They are employed by U.S.F. and are responsible for the coordination of the entire project. Each Facilitator is employed by a Coordinating Council (through one of its member institutions) and is responsible for facilitating the development, implementation, and evaluation of the procedures developed by this council.

Six test sites were selected from eighteen applicant community college districts. Selection was based on several factors. Some of these were:

(1) Geographic representation; north, southeast, west, panhandle and central.

(2) Demographic structure; a range from urban to rural.

(3) District structure; a range from single college to single county school system, to single college to several county school systems.

(4) Level of operation; a range from no operations to very complex operations.

(5) Combinations of the above.

Based on these factors the State Department of Education selected the following districts:

(1) Brevard Community College District:
Brevard County Public Schools and
Brevard Community College

(2) Broward Community College District:
Broward County Public Schools and
Broward Community College

(3) Chipola Junior College District:
Public Schools of Calhoun, Holmes,
Jackson, Liberty and Washington
Counties and Chipola Junior College

(4) Florida Junior College District:
Public Schools of Duval and Nassau
Counties and Florida Junior College
at Jacksonville

(5) Manatee Junior College District:
Public Schools of Manatee and Sarasota
Counties and Manatee Junior College

(6) St. Johns River Junior College District:
Public Schools of Clay, Putnam, and
St. Johns Counties and St. Johns River
Junior College

Planning and implementation of the design process began with the selection of the U.S.F. central staff. As planned and implemented, the design process involved six steps. These steps were/are:

(1) To determine to the fullest extent possible all questions concerning the content of model operating procedures for coordinating councils.

(2) To concurrently determine possible alternative answers to these questions.

(3) To, by the use of feedback from the participating councils (communicated by the Facilitators), review and revise these questions and possible answers.

(4) To, based upon the review and revision, develop a questionnaire so that each participating council could determine its present operating procedure and the operating procedures it believed it should be using. Also, based on the review and revision, to develop a resource guide that could be used in completing the questionnaire.

(5) For each participating coordinating council to develop from its answers to the questionnaire, a set of model operating procedures to be tested by the council.

(6) And to review and revise this model as needed based on information developed during the implementation and evaluation phases.

At this time, five steps have been completed. Each participating council has developed its own set of operating procedures and is engaged in the implementation and evaluation of its procedures. Implementation is simply the testing of the model operating procedures developed by each council through the use of these procedures by that council.

Evaluation of these model operating procedures is more complex. Continuous evaluation will be carried out by both the council and the project staff. The major contribution of the evaluation process will be the production of information that will enable the council to revise and refine its operating procedures. This evaluation of a council's operation involves several aspects:

(1) Determination of adherence to stated operational procedure (bylaws) and appropriateness of operational procedure.

(2) Determination of goal/objective achievement.

(3) Determination of long-range effect on the Vocational and Adult Educational Program and community instructional services in a district.

Councils not only have to analyze performance in terms of "how" they operate, but also whether they cause better coordination that ultimately causes improved delivery of a total program, better meeting a district-community's needs for vocational and adult education.

It is relatively simple for a council to have a person or a committee compare its actual operation to its written desired procedures for operating and show discrepancies. The council can consequently alter operation and eliminate the discrepancy.

Determining the appropriateness of operational procedures is another consideration for self-checking. Council membership is never permanent; conditions surrounding council operation are constantly changing; the council's role is apt to change. Therefore, it is essential that a council periodically check its procedures to see if they are such to allow optimal efficiency in

operation. This can be done most expediently by some body being designated to examine the written bylaws and deciding on some method (i.e., interview, questionnaire, *meeting discussion, etc.*) for surveying council members' satisfaction with current operating procedure and ideas for altering procedure.

The council's determination of its progress toward goal/objective achievement is a necessary step. This will allow the council to decide whether its original plan of action (i.e., rationale, tasks, resource allocation, etc.) is appropriate. The council can then decide what must be done next to achieve each of its objectives as well as to add new objectives or to delete inappropriate objectives.

Determination of a council's effectiveness in terms of a long-range influence on meeting community (student, employer, citizen, etc.) needs for vocational and adult education is more complex. It involves establishing baseline data in terms of what a total program does, what a community's needs are for services of the program and determining how the council effects closing the gap between what is and what is needed.

The three steps outlined here for evaluating council effectiveness are:

(1) Inventory of what the total vocational and adult education program and community instructional services consists of in the district (i.e., school district and community college).

(2) Assessment of the vocational and adult education and community instructional services' needs in the entire community.

The first two steps are preliminary and establish baseline data for carrying out the third step on a longer-range basis.

(3) Determination of whether and how a council effects the meeting of identified needs from the comparison of steps (1) and (2).

The Project Staff is developing instruments which will aid councils in their self-evaluation, as well as to provide information concerning process and product needed for project evaluation. Three of these instruments are:

(1) Process-Progress Inventory of Goal/Objective Accomplishments - Developed from the written goals/objectives and strategies of each model council to examine in detail the progress toward stated objectives. For purposes of helping councils learn to examine their outcomes and the processes by which they produce outcomes, and to determine whether and how to alter process to achieve desired outcome.

(2) Adherence to Bylaws Check List.

(3) Questionnaire (Worksheet) Revised - Same questionnaire revised to include only appropriate questions for the time frame to help councils determine appropriateness and comprehensiveness of every detail of their operation for desired modification. Finally, to determine difference in beginning-of-project operation and end-of-project operation.

A key component of each council's written operating procedures is a process by which it can continually evaluate its operations and its effectiveness. The evaluations done in conjunction with the project will strengthen these processes.

During all phases of the project, communication between the participating councils, the U.S.F. central staff, the Facilitators, and Department of Education personnel has been and will be effected by several means. The project staff has involved itself in a series of biweekly two-day work sessions which include technical assistance from Florida Department of Education personnel, legislative staff members, and other sources. Information useful to development and operation of coordinating councils is distributed at the work sessions, and feedback from each participating council is presented for the use of all other councils. These work sessions are the primary communication tool among the councils. The U.S.F. central staff also visits each site periodically and the Facilitators attend each other's council meetings. Other forms of communication include biweekly memos and telephone contacts.

Final success of the project is dependent on the refinement of each coordinating council's operating procedures over the next twelve months. It is expected that several highly practical and productive operating procedure models and recommendations for better inter-agency coordination will be developed during the course of the Coordinating Council Development Project.

AGENDA
FOR
USOE PROGRAM OFFICE VISIT--MR. JACK WILSON

REVIEW OF PART C DISCRETIONARY PROJECT
STRENGTHENING LOCAL ADMINISTRATION OF VOCATIONAL EDUCATION
THROUGH DESIGN, IMPLEMENTATION AND EVALUATION OF
ALTERNATIVE DELIVERY SYSTEMS FOR USE BY COORDINATING COUNCILS

Friday, June 4, 1976
Collins Bldg., Rm. 530
Tallahassee, Florida

9:00 a.m.	Overview of Project	Mr. Joe D. Mills
9:30 - 10:00 a.m.	Accomplishments of Project	Mr. C. M. Lawrence
10:00 - 10:30 a.m.	BREAK	
10:30 - 11:30 a.m.	Panel of Project Coordinators and Facilitators - Individual presentations summarizing activities of project	Ms. Ruth Stephens Mr. John Beaumont Dr. Charles Watford Dr. John Wagner Mr. Judd Wilhelm Mr. Robert Hansen Mr. David Groth Dr. Jim Selman
11:30 - 12:30 p.m.	Discussion of Project Products and implications for utilization by other Coordinating Councils in Florida	Mr. Joe D. Mills Mr. John Sojat Mr. Warren Harrell Dr. Leon Sims
12:30 - 1:30 p.m.	LUNCH BREAK	
1:30 p.m.	Discussion with individual project staff members and Mr. Jack Wilson	

APPENDIX D

FLORIDA COORDINATING COUNCIL DEVELOPMENT
PROJECT STAFF MEETING MINUTES

March 25 and 26, 1976

Staff Present: J. Beaumont, R. Hansen, P. Trees, J. Wagner, C. Watford, J. Wilhelm, W. Danenburg, E. Kormanyos and R. Stephens

Guests: Mr. Paul Hu, Dr. Mantha Vlahos, Dr. Roger Kaufman, Mr. Russ Miller, Mr. Larry Workman, Dr. Kenneth Eaddy and Mr. James Williams

Thursday, March 25

Dr. Kaufman made a presentation on needs assessment and led a discussion of related questions from the group. Dr. Kaufman made several points vital to any comprehensive needs assessment:

(1) Recipients of services have to be identified: learners (current and potential) and community; service delivery institutions identified.

(2) Current services have to be described in terms of resources and capabilities.

(3) Gaps between services offered and the perceived needs for services of learners, community, and delivery institutions have to be identified.

These three descriptive searches by the delivery institutions involve an extensive examination of what is and what is "needed" in the way of services to lessen the gaps between the two.

Dr. Kaufman pointed out that many of the problems in education probably result from a solution-oriented approach to solving problems when in fact, if we learn to identify the real needs first and then examine alternative solutions, the solutions would fit the problems, thereby eliminating some recurring aspects of problems.

The presentation was based on the first three chapters in Dr. Kaufman's book, Educational System Planning, published by Prentice-Hall, Inc.

Friday, March 26

Facilitator Reports

Brevard: B. Hansen discussed the Vocational Education Program Planning Process. He talked about the meeting concerning the process in the Region III office. The meeting was held to discuss plans for Brevard

getting involved in the Program Planning Process. Gail Trapnell presented the process at the Brevard Council meeting. Also attending were Tom Strickland of the Division of Community Colleges and Patsy Agee, Region III Director. The council discussed the Program Planning Process, the Post-Secondary Commission Recommendations and a new articulation agreement between public schools and community colleges.

Duval-Nassau: J. Wagner talked about the three new members of the Duval-Nassau Coordinating Council. The Council will appoint the mayor's CETA representative and a lay person-at-large. He discussed the last council meeting.

Project of council - listing of programs for public - from all institutions in the coordinating council district (similar to the one in Dade).

The council plans to bring all their articulation documents together and review them.

The council is beginning to work on the six year plan. They want to integrate planning with the DOE Program Planning Process.

They are going to try to have someone from DOE in the Planning Section attend their council meeting on April 1.

Question - How much involvement will Adult Education and Community Services have in the DOE Planning Process?
Answer - This is the Division of Vocational Education only, at this time. Suggestion - Have a representative of these two areas in the planning meetings.

Chipola: C. Watford - The council now has 21 members, including three lay persons. The council will have an ad-hoc committee do an inservice presentation of what coordinating councils are for all five of the councils' school boards and the Community College Board of Trustees. The Steering Committee looked at the PPI. They also looked at the Post-Secondary Finance Committee's reports and will have a response from all coordinating council members and send it to six people in DOE and the legislature.

The council is surveying what programs are in some counties and will begin other counties soon. The Vocational Technical Center is involved in a self-study. The council will invite John Phillips, Director of IMTS programs, from the University of West Florida to attend coordinating council meetings.

The ad-hoc inservice committee will consist of the county directors from each of the immediate board areas and the secretary of the council, Dean Howell and/or his assistant, who have also been invited to serve on the committee. The President of the Community College feels that he doesn't have time to attend monthly meetings. The council will begin meeting bi-monthly in June, 1976.

Manatee: J. Beaumont reported on the state computer service in St. Petersburg and the printed information they received. The council agreed to use standard terminology of Handbook VI in all programs (K-14) in the district to eliminate barriers in communication on definitions.

A committee is working on Adult general education to get status information.

The council has taken a position SB1003: In general they approved the bill, but had three comments:

1. They accept the fact of councils being assigned certain authority but if they do this the law should include a greivance procedure:
   a. Review by commissioner
   b. Review by state board
2. Suggest on page 2, line 3 of the bill change "should" to "shall."
3. On page 3, line 18 and 19 change the words "review and approve all expenditures" to " review and approve all programs."

Other implementation activities related to the council: The Career Education Consortium based in Manatee Jr. College has done much of the needs assessment and is beginning to put into action some of its findings. Articulation of programs in the community college district is one of their major efforts. The Consortium is training people in the field and articulating programs.

The Steering Committee discussed lay representation. The bylaws include allowance for an advisory committee for the Steering Committee. Mr. Beaumont feels the advisory persons should be appointed by the institutions and not the council.

Question - Even though you use the common definitions from Handbook VI, how do you actually tell what program content is?
Answer - The articulation process in the consortium is using computer data to define programs and the courses will have to conform to state codes.

The computer data would include information on Adult Education which is two years old, but stopped including it when Adult Education was moved to another division in the DOE.

Dr. Selman's (Consortium Director) efforts have been 100% more effective because of this "in" with the administration via the coordinating council. Career Education is concerned with how to improve services. The council is concerned with how to save money. The most important is Student Services. The task force for Career Education is already existing. The tasks that councils need to have done can be turned over to them to be started immediately. Communication is also good because the Career Education Consortium already has regular publications.

Broward: P. Trees spent most of his month on a special facilities report. The school board also spent time on it. The activity is extremely time consuming. Mr. Trees has asked for time on the council

meeting Agenda to set up a time line on the objectives in the model and will also have some plans of action to accomplish the objectives.

St. Johns: J. Wilhelm - Mr. Wilhelm has met individually with most council members. The council is establishing some procedure for presentations to the council at meetings. The coordinating council looks at the facilitator as an executive secretary. They may go to two steering committe meetings per month. The Steering Committee is working on the PPI, gathering data for the response. The Steering Committe is also beginning to work on articulation of programs as the first step toward the six year plan. They are beginning to compile evidence on course offerings in the district.

The council's response to SB1003 is that they are pretty much in accord except on funding.

Comments: Excellent work is being done in the Curriculum Development Project in the three county and community college district.

The council is planning to list all available programs and courses available in the district and publish the information in a directory for public use.

Discussion in the remainder of the meeting covered the following topics:

1. Facilitators reporting on their function to Dr. K. Eaddy: Each facilitator will take a documented report of his tasks and his council's fiscal needs for his services to Dr. Eaddy in Tallahassee during the week of April 5-9.

2. The April (and succeeding) Project Staff Meetings: the facilitators voiced interest in having the April meeting in Tallahassee and having DOE fill them in on any council-related services in operation there.

3. The Program Planning Sections work was discussed and the OIDS data questioned as being valid and recent enough to be useful.

Dr. Eaddy is to prepare a proposed agenda and communicate with Dr. Danenburg about the April Project Staff Meeting. The information will be distributed when meeting plans are finalized.

Prepared by:
Ruth Stephens

FLORIDA COORDINATING COUNCIL DEVELOPMENT PROJECT

STAFF MEETING MINUTES

April 22-23, 1976
Collins Building, Tallahassee

Staff Present:

J. Beaumont, R. Hansen, J. Wagner, C. Watford, J. Wilhem, W. Danenburg, E. Kormanyos, and R. Stephens

Guests: Mr. Hiram Green, Mr. L. A. Holmes, Mr. Harold Blanton, Mr. Larry Workman, Ms. Diane LeFiles, Mr. Jerry Castellanos, Mr. Jack Waters, Dr. Lincoln Jarret, Dr. Jack Tebo, Dr. Myron Blee, Dr. Frederick Atherton, Dr. Katherine Hunter, Mr. Rudolph Slaugher, Mr. Warren Harrell, Mr. Ron Jeffries, Dr. Kenneth Eaddy, Dr. Robert Lathrop, Mr. Leon Sims, Mr. Joe Mills, and Mr. Bruce Howell

Thursday, April 22

Handouts distributed by USF staff:

(1) A draft of a proposed bill by the House Education Committee

(2) The California Coordinating Council Bill

(3) The meeting agenda

Dr. Danenburg made introductions and explained the handouts.

Jerry Castellanos, staff member of the Florida House Education Committee, reviewed the proposed bill.

Facilitator Reports

Manatee-Sarasota: J. Beaumont reported that the council had its April meeting and took action on the Post Secondary Finance Committee's report and sent documentation of the council's position to appropriate persons. The council also took a unanimous position on SB1003. Mr. Beaumont related that the Career Education Consortium at Manatee Community College had developed several proposals dealing with program articulation. At the time these proposals were developed, there was no organized operational mechanism available to discuss and make decisions concerning the proposals. The proposals are now being presented to the Coordinating Council and are being acted upon by the Council.

The Manatee-Sarasota Steering Committee function was reviewed by Mr. Beaumont. The chief administrative officer of each institution appoints an institutional representative to the committee. The committee members, therefore, represent the individual institution's needs and requirements. This institutional representation is extremely important to the operation of the council. In addition

to the Vocational Activities summary of the three institutions taken from the computer, the Manatee-Sarasota council also has prepared a summary of the Adult Education and Community Service Activities. Dr. Kormanyos mentioned that he received a copy of a demographic survey at the council meeting also. The council will be glad to share the process by which this information was gathered.

Mr. Beaumont announced a change for the council's May meeting from the second Friday to the first Friday, May 7.

Brevard: B. Hansen reported that the April meeting had been cancelled and that the next meeting is on May 25. There are two major project related activities going on in Brevard. The council agreed to go ahead with the Program Planning Process developed by L. Sims' office and to tie it in with the council's long range planning process. They have set the time table for the Planning Process and expect to report their final recommendations to the Community College Board of Trustees and the Brevard County School Board at the June 22 council meeting.

The other major activity is Mr. Hansen's work on the function of the facilitator.

Duval-Nassau: J. Wagner reported that at the council's meeting on April 1, the Process-Progress Inventory (PPI) was approved. He distributed copies of the finished PPI and explained the processes used to complete it.

The council reviewed old council documentation of articulation agreements and prepared a twenty page report containing all recorded agreements of the council Dr. Wagner stated that the council, as may be typical of all councils, takes on activities that are completed and many that are not completed. This points to the need for some systematic means of keeping up with such things as articulation agreements and other kinds of activities. From the council's point of view everything is beginning to focus on the importance of developing and implementing a district plan.

John Sojat presented the Program Planning Process at the council's last meeting. The council has not yet committed itself to trying this Process before it becomes mandatory.

The modification of the project prepared for this council points toward planning as the nucleus of the project.

Dr. Danenburg and Dr. Kormanyos asked Dr. Wagner if his council encountered any difficulty with the PPI and if they found it helpful to go through their objectives in that manner. Dr. Wagner said there were no problems and that the resulting document provides an interesting and impressive view of council operations.

Chipola: C. Watford reported that the council's Calendar Committee and the Steering Committee have met since the last council meeting. The Calendar Committee voted to petition the council to meet bimonthly beginning with the June meeting. The April 14 Meeting of the council was moved to April 21 due to a conflict with spring holidays. The council voted to meet bimonthly with the council chairman, Mr. Watford or the council secretary being able to call a council meeting if needed.

The Goals and Objective Committee met and worked on the PPI. They re-established priorities for the goals and objectives. These priorities were presented to the

council and were agreed upon by the council. These will be disseminated to the council members and to the project staff.

The Steering Committee met and reacted to the 24 recommendations of the Post Secondary Finance Committee. They either voted to agree with, disagree with, or change the wording in the recommendations. The council members were mailed the recommendations and given the opportunity to react. Sixteen of 21 were returned, the results were tabulated and changes were made in wording and these results were sent to the appropriate persons in the Legislature as well as other interested parties.

Mr. Watford wrote letters to the five School Boards and the community colleges Board of Trustees. He offered to attend a regularly scheduled board meeting and with the aid of several council members to provide the board with an overview of the coordinating councils' responsibilities and the state board regulations that created the coordinating councils. They would answer any questions the board members might have. The Calhoun County School Board has asked Mr. Watford to attend their meeting on May 11 and make the presentation. Others have told Mr. Watford that he will be hearing from them as soon as the boards can agree on a time and place him on their meeting agenda.

Mr. Watford is holding off on surveying the programs (by school and by county and by community college) so Mr. Bob Caldwell and a group from DOE, Vocational Division can administer an instrument in Jackson County to review vocational education programs. They expect to complete this survey during the first week in May. The teachers and county personnel will evaluate this review instrument for the DOE personnel.

Mr. Watford reported that he and others felt the Adult Education people have not had the proper amount of time in council meetings. They gave Adult Education a major share time on the last council meeting agenda and had a most productive discussion. As a result, Mr. Watford feels the council is more cohesive and all interests are better understood.

Dr. Danenburg asked if the facilitators see any problem arising if council meeting tapes are shared among the pilot councils and councils outside of the project. Response showed no objections, but some concerns were pointed out.

(1) Record of tapes (and other materials) shared should be kept at some central place - preferably USF.

(2) Tape content should be backed up by meeting minutes because so much council work is done by committees outside of meetings and tape content may seem superficial without explanation.

(3) Certain meeting tapes might be selected to show particular things (i.e., procedure, reports of committees, decision making, etc.) for dissemination purposes.

(4) Facilitators and/or councils may have the prerogative of not having certain tapes distributed.

St. Johns: J. Wilhelm reported that the council voted to continue meeting on the third Thursday of each month through the summer. The April meeting was very

productive, the council wants all work except emergency-type things to go through the Steering Committee first for review and recommendation and to be prepared in outline form and distributed to members at least a week before meetings.

The council unanimously passed the PPI. They also took a stand on SB1003 and on the Post Secondary Finance Committee's recommendations. Changes were recommended in each of these two documents.

Mr. Wilhelm is beginning, by council direction, to make a complete inventory of all actions taken by the council since its inception, to determine what has been completed and what has been left hanging. The council is also beginning to work on long range planning. They are doing an inventory of all programs in the district and developing a time line. The first part of the program and facilities review is of adult education. It is to be presented to the council in June or July. At that time, they also plan to present a time line for reviewing the vocational and community instructional services programs.

The council also took action at the April meeting, on their January decision to add an objective concerning the review of curriculum coordination and coordinating the development of curriculum in the district. Four alternative objectives were considered and one was selected and added to the PPI.

The council is developing a joint resolution explaining the function of the coordinating council to present to the school boards and board of trustees.

Department of Education Presentations

The remainder of the meeting was arranged by Dr. Ken Eaddy and Mr. Larry Workman, Bureau of Research Vocational Education Division. The purpose of the presentations was to make the councils, via the facilitators, aware of the council-related services available to them in the DOE. Areas covered and personnel making the presentations were:

(1) Mr. Harold H. Blanton, Administrator,Comprehensive Planning Section,Public School Division

(2) Mr. Jack Waters, Act. Administrator,Adult and Community Services,Public School Division

(3) Dr. Lincoln Jarrett and Dr. Jack Tebo, Associates for Policy Analysis, Office of Educational Planning, Budgeting and Evaluation

(4) Dr. Myron Blee, Bureau Chief,Program Support and Services, Community College Division

(5) Mr. Warren Harrell, Program Director for Implementation, Vocational Programs

(6) Mr. Ron Jeffries, Program Director, Vocational Program and Staff Development

(7) Dr. Leon Sims, Chief, Bureau of Vocational Planning

(8) Dr. Robert L. Lathrop, Director, Vocational Curriculum Laboratory

The meeting was adjourned. Friday, April 23, was set aside for Project Staff members to hold individual meetings with DOE personnel concerning individual council matters and areas of interest.

FLORIDA COORDINATING COUNCIL DEVELOPMENT PROJECT
Staff Meeting Minutes
May 27-28, 1976
Don CeSar Hotel, St. Petersburg Beach

Staff Present: R. Hansen, J. Selman (for J. Beaumont), J. Wagner, C. Watford, J. Wilhelm, E. Kormanyos, W. Danenburg, R. Stephens and F. Bono

Guests: Larry Workman, Jim Fling, John Shea, Rex Toothman, Margaret Ferqueron and Jean Battle

Thursday, May 27

Handouts distributed by USF staff:

(1) A presentation made by Bruce Reinhart from Ohio State University to the 1976 National Vocational Education Research Conference in Lansing, Michigan. Title: "Perspectives on Improving the Local Administration of Community Involvement for Vocational Education."
(2) A presentation made in the same Conference by Dr. William Danenburg on the Coordinating Council Development Project.
(3) A bibliography on Needs Assessment.
(4) Copies of Drs. Gallon and Wattenbarger's District Coordinating Councils for Vocational-Technical and Adult Education: Guidelines for Implementation (to the Facilitators).
(5) The meeting agenda.

Dr. Danenburg introduced the guests and the staff and explained the handouts.

Facilitator Reports

Charles Watford, Chipola: The Goals and Objectives Committee Meeting took place on April 21. The ten original objectives and goals were reprioritized. The next meetings will be in June and August and the Committee will follow an every-other-month meeting schedule. On April 28, Mr. Watford participated in a panel for Pensacola Jr. College. Most participants were members of a coordinating council. The Funding Guides for five districts were not reviewed but will be reviewed next year. On May 25, Mr. Watford attended a General Advisory Committee Meeting for the Technical Center in Chipola, and much interest in coordinating council activities was shown. Mr. Watford reported that the Program Review from the Vocational Division of the DOE was completed in Jackson County and an oral report was made to the principals. There was no further word on when and where the Program Review would be used next. Mr. Watford will go ahead with a survey of programs by county and by school using instruments which he developed for the remainder of his council region. He visits the council members regularly and intends to visit more school principals in the near future.

John Wagner, Duval-Nassau: Dr. Wagner passed around Project Report Notes and a memorandum. He discussed the council's new letterhead and noted that the June meeting date is changed to the 10th. A working routine for the six year plan for the council was passed out and discussed. This work guide, developed by the Facilitator and adopted by the council, very specifically outlines the steps the council will take in constructing its six year plan. The Florida Jr. College

will operate the One-Stop Job Center funded by CETA. Dr. Wagner said there was difficulty in delivering a sponsored civic service such as the One-Stop Center in a community. The educational credentials necessary for such an operation do not fit into the setting of local governmental operations. The coordinating council is not set up to be a fiscal agent. Therefore, the council decided the best place for the Center is in the Jr. College. Dr. Wagner made the point that the membership of the Florida State Employment Service Manager on the council is proving to be invaluable in terms of the information available to councils from such sources. He distributed a book containing a great deal of information from the Florida Department of Commerce titled, Florida Employment Directions - 1970-1980. Concern was expressed by Dr. Wagner about the end product of the project. He suggested the project produce a handbook for coordinating councils. Bob Hansen voiced concern that there may be danger in giving the councils a "recipe" kind of handbook because of the different operational styles and different stages of development of the councils. He suggested the project, or someone responsible, provide resources to aid councils in developing their operations. A concern was also stated about how coordinating councils will relate to advisory committees.

Jud Wilhelm, St. Johns River: The council's May meeting was not held, nor was the Steering Committee meeting held until the 20th and only two people attended. Mr. Wilhelm said the council is reviewing all actions taken by the council since 1972. They are also working on long-range planning and updating their file of council meeting minutes. The council expects to have a needs assessment completed by September, 1976. This needs assessment will utilize information from the Comprehensive Plans of the school districts and college, Funding Guides, curricular offerings, facilities and equipment inventories. In addition to this information, the assessment will receive the results of an extensive survey by the Florida State Employment Service aiming at potential employer needs and student-felt needs from Placement and Follow-Up data. Mr. Wilhelm sees the compiling, processing and editing of all the data as a problem. The council's next meeting will be on June 17, in St. Augustine at the Vocational-Technical Center.

James Selman, Manatee-Sarasota: Dr. Selman substituted for John Beaumont. The council met on May 12th. The council selected a nominating committee for officers and developed an agenda for one public hearing a year. The first public hearing is set for June 25, 7:00 P.M. in Room 4034 at Manatee Jr. College. The hearing will include a review of the two school districts' and the Jr. College's Funding Guides. It was decided to record the hearing on video tape for sharing with other councils. Dr. Kormanyos discussed the ACT and passed a copy around. He said Mr.Carr in Tallahassee could be contacted for further information and/or for securing the instrument. Florida Jr. College will be involved in this program. It will give similar information on upper high school students and junior college students. This information should be helpful to coordinating councils. Dr. Selman mentioned another potential aid to councils. Dr. Jack Dale in Manatee Jr. College is working on a model instrument to collect follow-up information on students. The form is being field tested in the Career Education Consortium in Manatee Jr. College.

Robert Hansen, Brevard: Mr. Hansen's primary interest is a status study, a comprehensive county-wide educational needs and resource assessment to be used as a data base in planning. Mr. Hansen attended the Florida Adult Education Conference in Orlando. He shared a written summary of the Conference. He also gave the USF staff a tape of James Wattenbarger's presentation "Planning, Is It Worthwhile?" Output thinking was stressed in Dr. Wattenbarger's presentation. Points were made that products and processes have to mate. Everyone in an operation must be included in the input-output processes or desired results won't be obtained. Also, strategies have to be thought through in a more careful manner before action is taken. A final

main point from the conference was that "The commissioner needs to openly support coordinating councils and the legislature needs to put them into law."

Mr. Jim Fling, Coordinator of Adult Education, Division of Community Colleges, DOE, gave a presentation about Adult Education. First he discussed the history of Adult Education and then the guidelines for PPBS. He identified six problem areas served by Jr. Colleges: Environment, health and safety, human relations, government, education and child-rearing and economic problems. Questions and discussion followed Mr. Fling's presentation.

A presentation was made by Dr. John Shea from the Carnegie Council on Policy Studies in Higher Education. Dr. Shea passed out a brochure and explained what the Carnegie Council is. The Council is composed of personnel from institutions of higher education and is concerned with staff development and training. The Council has done a study of Postsecondary and Adult Vocational Education and Manpower Training which has incorporated nine states. The purpose of this study was to heighten awareness of problems and concerns, and to address important national issues of policy and practice at program, institution, community, state and federal levels. The final results from this study will be ready for reporting in June, 1977. A brochure containing information about the Council is attached.

The staff identified topics of concern to be discussed on Friday morning.

Friday, May 28

The staff's list of concerns for discussion included:

(1) Final products of the project (handbook, models, etc.)
(2) Staff meetings - dates, programs, locations
(3) What do you want from the USF staff? From DOE?
(4) Dissemination (past, present and future)
(5) The Process-Progress Inventory
(6) Project funding - paperwork, VTAD forms
(7) Program standards
(8) The role of the Facilitator
(9) Council inertia - present and future
(10) Other state and national conferences of interest to coordinating councils
(11) The Computer Assisted Placement Service (CAPS)

Discussion:

Dr. Margaret Ferqueron from the Dissemination-Diffusion Section in the Vocational Education Division of the DOE, presented the plan developed for the delivery of product to the local level. The plan provides for several steps in the dissemination-diffusion process: Identifying target populations, determining strategies for delivery, assessing impact of delivery and recycling for possible alternative strategies.

The process also provides for educating the users of "products" to be diffused. In essence a process is diffused to aid target populations in using guidelines, etc., that are provided for them.

The project staff decided to have a committee work on the format of final project products. The committee, appointed by Dr. Danenburg, includes: John Wagner, Duval-Nassau, Chairman; Bob Hansen, Brevard; Jud Wilhelm, St. Johns; Ruth Stephens, USF.

The staff suggested a letter from the central (USF) staff reporting the progress in the project to council chairmen along with an invitation to attend the July Project Conference.

The Facilitators requested the following from the DOE:

(1) Written reports on Pilot Planning and Implementation sites
(2) Regional OIDS data
(3) More of the kinds of input they have been getting
(4) Greater involvement from the Community College Division

A memo listing conferences and other meetings of interest to councils is to be prepared and sent out by the USF staff. Desired/needed topics for future meetings might include: Looking at community power structure, change theory, and the Manatee-Sarasota Career Education Consortium.

The next Project Staff Meeting will be at the Don CeSar Hotel in St. Petersburg Beach on July 20-22.

The meeting was adjourned at 11:40 A.M.

RGS:fb

TENTATIVE AGENDA

COORDINATING COUNCIL DEVELOPMENT PROJECT

STAFF MEETING

March 25-26, 1976

USF Travelodge, Tampa, Florida

Thursday, March 25, 1976

9:00 - 9:15	Introductions
9:15 - 10:30	Seminar - Needs Assessment for Vocational and Adult Education and Community Instructional Services Dr. Roger Kaufman, Professor of Education, Florida State University
10:30 - 11:00	Break
11:00 - 12:30	Seminar Continued
12:30 - 1:30	Lunch
1:30 - 3:00	Seminar Continued
3:00 - 3:30	Break
3:30 - 5:30	Seminar Concluded

Friday, March 26, 1976

8:30 - 9:30	Facilitator Reports
9:30 - 10:00	State Advisory Council Interest in Coordinating Councils Mr. Bruce Howell, Executive Director, Florida State Advisory Council on Vocational and Technical Education
10:00 - 10:30	Break
10:30 - 12:30	Planning of April and May Meetings Graham Bill Other Topical Concerns
12:30	Adjournment

AGENDA

PROJECT STAFF MEETING
COORDINATING COUNCIL DEVELOPMENT PROJECT

April 22-23, 1976
426 Collins Building
Tallahassee, Florida

April 22, 1976

9:00 - 10:00 A.M.	Project Staff (Reports)
10:00 - 10:45 A.M.	Mr. Harold H. Blanton, Administrator Comprehensive Planning Section Public School Division
10:45 - 11:00 A.M.	BREAK
11:00 - 11:45 A.M.	Mr. Jack Waters, Act. Administrator Adult and Community Services Public School Division
11:45 - 12:15 P.M.	Dr. Lincoln Jarrett, Associate for Policy Analysis - Office of Educational Planning, Budgeting and Evaluation Dr. Jack Tebo, Associate for Policy Analysis - Post Secondary Education
	LUNCH
1:00 - 1:30 P.M.	Dr. Myron Blee, Bureau Chief Program Support and Services
1:30 - 2:00 P.M.	Mr. Warren Harrell, Program Director for Implementation - Vocational Programs
2:00 - 2:15 P.M.	BREAK
2:15 - 2:45 P.M.	Mr. Ron Jeffries, Program Director Vocational Program and Staff Development
2:45 - 3:30 P.M.	Dr. Leon Sims, Chief Bureau of Vocational Planning
3:30 - 3:45 P.M.	BREAK
3:45 - 4:15 P.M.	Dr. Robert L. Lathrop, Director Vocational Curriculum Laboratory

April 23, 1976

Friday is allotted to visits by the Facilitators to D.O.E. offices of their choice.

AGENDA

COORDINATING COUNCIL DEVELOPMENT PROJECT

STAFF MEETING

MAY 27-28, 1976

Don CeSar Hotel, St. Petersburg, Florida

Thursday, May 27, 1976

9:00 - 9:15	Introductions and approval of Minutes
9:15 - 10:15	Facilitator Reports
10:15 - 10:30	Break
10:30 - 12:00	Adult Education, Community Colleges and Coordinating Councils, James Fling, Coordinator of Adult Education Division of Community Colleges, Florida Department of Education
12:00 - 1:30	Lunch -- on your own
1:30 - 3:00	A Perspective on Coordinating Councils, John R. Shea, Senior Fellow, Carnegie Council on Policy Studies in Higher Education, Berkeley, California
3:00 - 3:30	Break
3:30 - 4:00	Process - Progress Inventory, Ruth Stephens
4:00 - 5:30	Agenda Building for Friday Morning

Friday, May 28, 1976

8:30 - 10:00	Discussion of Problems and Concerns
10:00 - 10:30	Break
10:30 - 11:30	Discussion of Problems and Concerns
11:30 - 12:00	Wrap up and Evaluation
12:00	Adjournment

APPENDIX E

STATUS REPORT

PROCESS - PROGRESS INVENTORY I

THE CHIPOLA JUNIOR COLLEGE COORDINATING COUNCIL

APRIL 1976

(Covering Status of Accomplishments through March, 1976)

PROCESS-PROGRESS INVENTORY NUMBER 1
June 9, 1976

1. Establish and maintain a suitable system of continuing assessment of needs of the people in the council service area:

PPI - 1 - (1) The month of July will be devoted to developing a suitable system of needs assessment of the population of the council area. The facilitator utilizing assistance from the State Department of Education, Department of Commerce and other agencies, will assume the primary responsibility for developing the instrument. The system should be so designed as to allow for continuing assessment of needs on a quarterly basis.

2. Develop and maintain a plan for the review of needs throughout the service area so that carefully developed recommendations can be made to the appropriate agencies:

PPI - 1 - (2) The annual and long range comprehensive planning guide plus the funding guide will be utilized in addition to a program by school-by county and the Vocational-Technical Division of Chipola Junior College review is in the very early stages and will be conducted under the supervision of the facilitator with the Steering Committee responsible for supervising the review. The council at large will take final looks at all review dates.

3. Establish priorities in meeting assessed needs.

PPI - 1 - (3) At a called meeting of the goals and objectives committee March 10, 1976, the goals and objectives originally adopted by the council were re-prioritized.
The revised list in order of priority was read to the council members present at the April 21, 1976 meeting. A typewritten list of the re-prioritized goals and objectives was mailed to all council members on May 25, 1976.
Action by the full council on the revised priorities listing is scheduled to be taken at the June 9, 1976, meeting in Bristol.

4. Develop and recommend an organizational structure for the council in relation to all involved agencies.

PPI - 1 - (4) The organizational structure for the council has been established and the council is now operational.

5. Meet the identified needs of the communities served in the areas of vocational-technical, adult general, and community instructional services education in the most efficient manner with the resources available.

PPI - 1 - (5) The council is still in the process of identifying needs - but, the idea of efficiency of operation is receiving top priority in all action taken.

6. Review on an annual basis the coordinated long range plan as developed

by each district and Chipola Junior College. Make recommendations to the appropriate agencies based on this review.

PPI - 1 - (6) While all five of the school districts in the council area have now made comprehensive plans available to the facilitator (and, thus, the council) there has been only one review of a county's programs and this was Jackson County. The week of May 3rd, 1976, the Region 1 Committee surveyed all Vocational Education Programs in the Jackson County Public Schools. A written report of the review findings is forthcoming shortly.
Plans are being made to review the adult education program in this district as well as, all Vocational-Technical and Community Instructional Services Programs at Chipola Junior College.
After considering necessary adjustments in the review process the council will move to the other four school districts in the council area for programmatic reviews.

7. Eliminate unwarranted duplication of offerings through a well coordinated and articulated program of voc-tech, adult general, and community instructional services education throughout the service area.

PPI - 1 - (7) While a search for unwarranted duplication of offerings has not yet begun, some articulation agreements have already been reached and are on file.
As the program-by-school-by-county and Chipola Junior College review is being made the search for duplication will begin.

8. Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational-technical, adult general, and community instructional services education program as needed in the area served.

PPI - 1 - (3) A review committee will be appointed in the near future to assume responsibility for achieving this objective.

9. Provide a horizontal and/or vertical continuum to allow students to move from one area or level of competence to the next with no duplication of effort, time, and study.

PPI - 1 - (9) Only the articulation agreements that existed prior to September, 1975, are available.
The council should establish a standing committee to set up articulation agreements and secure their continued use. There should be two committees established. One to serve as an "agent" for articulation agreements between school districts and the area centers and one to serve as an "agent" between the districts schools and Chipola Junior College. The second committee could, also, possibly serve to arrange articulation agreements between the area center, Chipola Junior College, and the State University Centers; especially the University of West Florida and Florida State University.
Horizontal articulation agreements could be based on competencies achieved and this would mean that these committees would need to have competencies identify by the

program directors of the schools involved.

10. Develop and utilize a system to evaluate the effectiveness of the council and the delivery of programs to meet the needs in the area served.

PPI - 1 - (10) See evaluation sheet attached.

Region 1 committee members and other DOE personnel along with selected council members will be utilized to evaluate the effectiveness of the council and its activities.

II - The Chapela Area Coordinating Council has added to and revised the goals and objectives that were established prior to this project.

The ten goals and objectives written after the project started have been revised and re-prioritized from the order shown in exhibit #1 to read as shown in exhibit #2.

CHIPOLA JUNIOR COLLEGE AREA COORDINATING COUNCIL

Evaluation Instrument

Goal and Objective Number _____

Achieved _____

Have not Achieved _____

In Process of Achieving _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date _____ Signed _____

Agency or Institution _____

Forwarded to _____

(Additional copies of this page should be duplicated as needed.)

STATUS REPORT

PROCESS - PROGRESS INVENTORY I

THE DUVAL-NASSAU COORDINATING COUNCIL

APRIL 1976

(Covering Status of Accomplishments through March, 1976)

PROCESS
PROGRESS
INVENTORY
MARCH 1976

DUVAL-NASSAU COORDINATING COUNCIL
for VOCATIONAL EDUCATION, ADULT
GENERAL EDUCATION, and COMMUNITY
INSTRUCTIONAL SERVICES

Major Objective 1.0 To review and recommend adjustments of existing activities and services--including counseling that will better meet the assigned responsibilities of each school system and the community college.

Supporting Objectives	Status of Accomplishment
1.1 To prepare an inventory of all existing programs and courses.	At the March 4, 1976 meeting, the Council discussed "Procedures for Conducting the Six Year Plan". A working committee was established to include: the Dean of Career, Adult, and Continuing Education, Florida Junior College; the Director of Vocational Education, Nassau County; and, the Director of Vocational Education, Duval County. The committee is scheduled to present a "Plan for the Plan" at the April 1, 1976 Council meeting. This plan should include an inventory of existing programs and courses.
1.2 To prepare an inventory of facilities and major equipment which includes the number of stations and present utilization.	The six year plan mentioned in the response to 1.1 should include, also, an inventory of facilities, major equipment, and number and utilization of student stations.
1.3 To receive and consider reports from member institutions on existing programs in reference to established standards such as cost, needs of groups served, quality of programs, and number and quality of placements.	This objective has not been addressed at this time.

APPROVED BY THE COUNCIL - APRIL 1, 1976

ATTEST: *John F. Wagner*

John F. Wagner, Executive Secretary

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Major Objective 1.0 (continued)

Supporting Objectives	Status of Accomplishment
1.4 To make recommendations relative to continuance, change, or termination of existing programs.	The six year plan mentioned in the response to 1.1 should include recommendations relative to the continuance, change, or termination of existing programs.
1.5 To identify procedures and techniques to improve the management of programs.	The Council has begun planning for an EDPA funded summer workshop for Administrators of Vocational Education programs. This workshop will be designed to provide participants with information to improve their management of Vocational Education programs.
1.6 To design and disseminate an inventory of available programs and services to counselors in each of the institutions.	The February 4, 1976 Council agenda included an item on a "Joint Directory of Vocational Education". The Council took action and the directory is currently being developed. This directory will include an inventory of programs and services. Distribution of the directory will include counselors.
1.7 To prepare and make available a description of assistance available to adults who wish to prepare for an occupation.	The directory described in the response to 1.6 will be suitable for and include distribution to adults who wish to prepare for an occupation.

Major Objective 2.0 To review and recommend agreements between Boards so that coordinated and articulated vocational education, adult general education, and community instructional services will be provided to meet the educational needs of all residents in the Council's area.

Supporting Objectives	Status of Accomplishment
2.1 To analyze existing agreements and reccomend changes necessary to meet current educational needs.	The April 1, 1976 meeting agenda for the Council has an item entitled "Articulation Agreements Resulting from Action of the Duval-Nassau Coordinating Council--Status Report". The status report is being prepared for the Council and will guide Council actions regarding agreements. Task forces will be approved to work on articulation between institutions and on curriculum articulation.
2.2 To initiate procedures which will insure that students are permitted to progress sequentially in vocational programs within and among educational institutions.	See the response to 2.1.
2.3 To initiate procedures that will enable each institution to use the services of educational, industrial, business, and cultural agencies in the community which can contribute to programs and courses offered by respective institutions.	As a result of efforts of the Duval-Nassau Coordinating Council and the Duval-Nassau Occupational Education Advisory Board, a project is being funded through CETA for a "One-Stop Job/Education Center". The Center is scheduled to begin operation on May 1, 1976. The primary direction of the Center will be to aid individuals needing occupational development services on a personal one-to-one basis. It will also serve educators--faculty, placement specialists, counselors-- and employers in respect to job needs and their involvement in career education. Some of the persons using the Center will be: students in public and private schools; school and college drop-outs; adults caught in the career changing environment; unemployed, underemployed, and underprivileged;

Major Objective 2.0 (continued)

Supporting Objectives	Status of Accomplishment
2.3 (continued)	employers' job needs and participation in career development programs; educators needing employer lecturer, plant tours, materials aid, etc.; disadvantaged, handicapped, illiterates and ex-offenders.
2.4 To establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions on a case by case basis when reasonably justified.	See the response to 2.1.

Major Objective 3.0 To review and make recommendations concerning long-range (6 years) objectives for the school districts and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

Supporting Objectives	Status of Accomplishment
3.1 To secure a demographic, social, and economic survey of Duval and Nassau Counties.	This objective should be addressed as part of the six year plan described in the response to 1.1. Demographic, social, and economic data are available through the Census information and the Chamber of Commerce.
3.2 To conduct an assessment of needs relative to vocational education, adult general education, and community instructional services.	Needs relative to vocational education, adult general education, and community instructional services should be addressed in compiling the six year plan for the Council.
3.3 To analyze community educational and manpower needs relative to existing programs.	Needs have been assessed relative to occupational needs through a contract with Battelle Institute. Current occupational needs information is available for the Jacksonville Metropolitan area through the Florida State Employment Service.
3.4 To recommend objectives for the respective institutions as needed to ensure that educational and manpower needs are being addressed and that services are not being unnecessarily duplicated.	This objective should be addressed as a portion of the six year plan.

Major Objective 4.0 To review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate institution in accordance with specific local cooperative agreements and policies of the State Board.

Supporting Objectives	Status of Accomplishment
4.1 To review and make recommendations based upon supporting data on proposed programs and courses or the termination of programs and courses in each of the institutions.	Proposals for new programs or to terminate programs are reviewed at Council meetings. During this school year, Florida Juniot College terminated five vocational programs in which placement of program completors was low.
4.2 To review and make recommendations on requests by institutions for proposed facilities and major instructional equipment requiring State approval.	The Duval County School Board is building a new vocational skill center, and Florida Junior College is building a new downtown campus. The Council meetings are used for the institutions to keep each other informed on the progress of new facilities. In the use of facilities, there has been cooperation and coordination between the community college and the school districts. School district buildings are used for community college classes. The Florida Junior College JET Center is operating in relocatable buildings on loan from the Duval County School Board until the opening of the new downtown campus.
4.3 To review and make recommendations concerning annual budget requests for special projects and programs to be presented for State approval including the Vocational Education Funding Guide.	The February 5, 1976 meeting of the Council included on the agenda "Presentation and Review of Vocational Education Funding Requests". At this meeting, the funding guides for Florida Junior College and the two school systems were reviewed and discussed.

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Major Objective 5.0 To review such other aspects of the programs and make such recommendations as are necessary to provide effective, well-coordinated, and comprehensive programs of vocational education, adult general education, and community instructional services.

Supporting Objectives	Status of Accomplishment
5.1 To arrange for the input of ideas, viewpoints, data, and research that will assist the Council in making valid recommendations.	The Council generally hears reports from Council members who have useful information from attending workshops and conferences. In addition, reports from various sources are solicited for Council meetings. For example, the April agenda includes the Director of the Committee of 100 reporting on "Industrial Development for the Greater Jacksonville Area".
5.2 To review information from those receiving and requesting services.	The One-Stop Job/Education Center will provide feedback information from the people being served through the Center. The Student Career Interest Survey is reviewed annually by the Council. This survey is conducted by the Duval County and Nassau County school systems and reviewed by the entire Council.
5.3 To provide opportunities for those concerned with the goals of the Council to have appropriate input into Council deliberations (e.g. business, industry, private schools, proprietary schools, media, labor unions, professional groups, school staffs, lay groups, and other community groups).	The Council's primary advisory group is the Duval-Nassau Occupational Education Advisory Board. The Board is made up of a cross section of the community and meets regularly. A five year plan for vocational education in Duval and Nassau Counties, Blueprint for Action, was prepared by the Board and presented to the Council in September of 1975. This document is a valuable guide for Council endeavors.

Major Objective 5.0 (continued)

Supporting Objectives

5.4 To establish a plan for evaluating the work of the Council.

Status of Accomplishment

The six year plan should include the Council plan for evaluation. However, this objective has not been addressed at this time.

STATUS REPORT

PROCESS - PROGRESS INVENTORY I

THE MANATEE-SARASOTA COORDINATING COUNCIL

APRIL 1976

(Covering Status of Accomplishments through March, 1976)

GOAL I

Review and recommend adjustments of existing programs, activities and services including counseling that will better meet the assigned responsibilities of each district and the Junior College.

Strategies

1) Prepare an inventory of all existing programs and courses.

   Action --
   The Council has secured a computer print-out of the vocational programs and courses conducted by the Manatee Junior College, Manatee County School District and the Sarasota County School District.

   A committee is currently preparing a procedure by which a summary can be prepared for the Adult General Education and the Community Instructional Services programs and courses.

2) Analyze the assembled inventory of existing programs and courses in reference to established standards, such as costs, facilities, equipment, needs of group served, quality of program or course, numbers and quality of placements and the like.

   Action --
   The information in the summary noted in strategy 1 will have to be further developed before this action can take place.

3) Make recommendations relative to continuance, termination or change of existing programs.

   Action --
   Upon completion of summary noted in strategy 1 and the analysis in strategy 2, the Council will undertake action in relation to strategy 3.

4) Prepare an inventory of facilities and major equipment identifying particularly the number of stations available for each program and course, and the present utilization.

   Action --
   No action has been taken

5) Design and adapt uniform definitions for all programs and courses.

   Action --
   In the summary noted in strategy 1 the Council is using the information in the bulletin, Standard Terminology for Curriculum and Instruction In Local and State School Systems. State Educational Records and Reports Series: Handbook VI, U. S. Office of Education.

   It is planned to adopt the terminology and descriptions in Handbook VI for reporting all programs and courses.

6) Institute a study designed to identify procedures and techniques that will promote efficiency and improved management of programs.

Action --
The development of the Coordinating Council and the Steering Committee indicate an admitted need for more efficient procedures and techniques, and have already caused the institutions to study management of programs.

7) Design and disseminate an inventory of available programs and services to counselors in each of the institutions.

Action --
The summary noted in strategy 1 will be used for this purpose.

8) Prepare and make available a description of assistance available to adults who wish to prepare for an occupation.

Action --
The summary noted in strategy 1 will be used for this purpose.

GOAL II

Review and recommend agreements between boards to provide coordinated and articulated vocational education, adult general education, and community instructional services programs to meet the educational needs of all residents in all communities in the region.

Strategies

1) Initiate agreements that will permit students to progress in a ladder fashion in all occupational areas.

   Action --
   In cooperation with the Career Education Consortium plans are underway to conduct workshops in the fields of health occupations and cooperative education. Currently meetings are being held with administrators and leaders in the two selected fields to plan for appropriate workshops for personnel in these fields.

   It is expected that similar action will be taken in other program fields.

2) Establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions where reasonable doubt exists.

   Action --
   No action has been taken

3) Initiate arrangements that will enable each institution to use the services of educational, industrial, cultural and scientific agencies in the community that can contribute to the instructional programs and courses offered by the respective institutions.

   Action --
   No action has been taken

GOAL III

Review and make recommendations concerning long range (6 years) objectives for the school districts and the junior college and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

Strategies

1) Secure a demographic, social and economic survey of Manatee and Sarasota Counties.

   Action --
   No action has been taken

2) Project the data collected in the survey into an educational plan for Manatee and Sarasota Counties.

   Action --
   No action has been taken

3) Analyze community needs to assure that unnecessary services are not being rendered, that services are not being duplicated unnecessarily, and that programs and courses are being implemented to fill any educational gaps or voids that are discovered.

   Action --
   No action has been taken

4) Assign responsibilities to each of the respective institutions for programs and courses included in the educational plan.

   Action --
   No action has been taken

GOAL IV

Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program, and, if necessary, recommend the assisgnment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

Strategies

1) Analyze, comment upon, and make recommendations concerning all proposed programs and courses, or the termination of programs and courses in each of the institutions.

   Action --
   No action has been taken

2) Analyze, comment upon, and make recommendations concerning all proposed facilities and major instructional equipment requested by each institution for state approval.

   Action --
   The Council reviewed construction plans for phase 4 of the Manatee Area Vocational Center.

3) Analyze, comment upon, and make recommendations concerning annual budget requests for special projects and programs to be presented for state approval.

   Action --
   The Council reviewed and approved the federal funding guides of each institution that were proposed for presentation to the State Department of Education.

GOAL V

Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education and community instructional services program.

Strategies

1) Arrange for the infusion of ideas, viewpoints, comments, data, research and other proposals that will enable the council to make considered, logical and fair recommendations.

   Action --
   The formation of the Council and the regular council and steering committee meetings have implemented many aspects of this strategy.

2) Allow for those receiving services and for those requesting services to have opportunities to present their concerns to the council.

   Action --
   The provision in the by-laws for an advisory committee and an annual public meeting provides this input.

3) Provide opportunities for those concerned with the goals of the council to have appropriate input into the deliberations of the council. Such concerned groups may include universities, private schools, proprietary schools, representatives of the media, business and industry groups, labor unions, professional groups, representatives of scientific institutions, faculties and other lay and community groups.

   Action --
   Reports are being presented at Council meetings that provide for input from those who are directly affected by action of the Council.

4) Establish a plan for evaluation of the work of the Council.

   Action --
   No action has been taken

5) Study the feasibility of establishing a data bank which would place all institutions on line in a computer system.

   Action --
   Manatee Junior College has appropriated $100,000 for an on-line computer system which will be in operation in 1977. It is expected that other actions will take place that will enable the school districts to participate.

STATUS REPORT

PROCESS - PROGRESS INVENTORY I

THE ST. JOHNS RIVER JUNIOR COLLEGE DISTRICT COORDINATING COUNCIL

APRIL 1976

(Covering Status of Accomplishments through March 1976)

Attachment G

PROCESS
PROGRESS
INVENTORY I
APRIL 1976

THE COORDINATING COUNCIL OF THE
ST. JOHNS RIVER JUNIOR COLLEGE
DISTRICT for VOCATIONAL EDUCATION,
ADULT GENERAL EDUCATION and COMMUNITY
INSTRUCTIONAL SERVICES

MAJOR OBJECTIVES 1.0 The Council shall develop recommendations to the respective School Boards and to the Community College Board of Trustees, and where appropriate, may make recommendations to the Commissioner of Education and to the appropriate Division Directors of the Department of Education.

SUPPORTING OBJECTIVES

NONE: This objective should be approached on a "needs" basis in an on-going manner based upon information and developments that, from time to time, may arise as related to objective 2-A through E, and in overseeing compliance with FS. 6A-6.69 through 6A-6.81, inclusive.

STATUS OF ACCOMPLISHMENTS

1. At the July 16, 1975, meeting, the differences between the State and Veterans Administration requirements for student follow-up were discussed as to the different processes required. The Council, by unanimous vote, directed that a letter be forwarded from the Council to the two agencies requesting that a coordination of effort be made in follow-up requirements.

2. At the November 21,1975, meeting, the Council was presented with a rough draft of a joint resolution relating to division of responsibilities between the participating educational agencies that compose the Coordinating Council. The resolution to be presented to the respective Boards was discussed and tabled in order to provide additional time for study.

3. At the March 18,1976, meeting, a recommendation concerning Business Education Certification was discussed and passed unanimously by the Council. The St. Johns County Vocational Director was requested to draft the letter of recommendation to be sent to the State Director of Vocational Education.

4. See the response to 2-d,(2) concerning The Florida School of the Arts.

MAJOR OBJECTIVE 2.0 The responsibilities of the Council shall be to review the total Vocational Education, Adult General Education, and Community Instructional Services Programs offered in the District, to make such recommendations as necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the Council should perform the following:

SUPPORT OBJECTIVES	STATUS OF ACCOMPLISHMENTS
2.a. Review and recommend adjustments of existing programs, activities and services-including counseling that will better meet the assigned responsibilities of each district. (Suggested Objective Scope): Related activities implied by this objective include, but are not limited to; inventory of equipment and facilities, course/program inventories, status of programs, management techniques and procedures, and program services and inventories to counselors and the community.	(1.) At the July 16,1975, meeting of the Council, a sub-committee consisting of the Vocational Directors of the St.Johns River Junior College was appointed to study and make a detailed report on questions regarding coordination of effort within the districts on the Police Standards Board, Non-Credit Courses, with written reports to the Council when difficulties occur. (2.) See the response to 2-e,(5).

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES		STATUS OF ACCOMPLISHMENTS
2-b	Review and recommend agreements between Boards, to provide coordinated and articulated Vocational Education, Adult General Education and Community Instructional Services Programs to meet the educational needs of all residents in all communities in the District.	(1) See the response to 2-a
(Suggested Objective Scope):	Implied to include, but not limited to, the analysis of existing agreements and recommended necessary changes to meet current and future educational needs.	(2) At the September 18,1975, meeting, the Council reviewed the funding grant for model development and took action which included housing of the grant at St. Johns River Junior College, the hiring of a facilitator, and the setting of regular monthly meetings. (3) At the October 16,1975, Council meeting, a Steering Committee composed of those persons with Adult responsibilities was appointed to work with the facilitator. Procedures for Council operation were discussed and,where appropriate, referred to the Steering Committee.

MAJOR OBJECTIVES 2.0 (continued)

SUPPORT OBJECTIVES	STATUS OF ACCOMPLISHMENTS
2-c Review and make recommendations concerning long range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication. (Suggested Objective Scope): Implied, but not limited to, the study and analysis of community man power and educational needs in relation to existing and future program offerings and the elimination of unnecessary duplication. Long range planning should be all encompassing of all objectives and activities including the evaluation of the work of the Council.	(1) At the November 21, 1975, meeting, the Council addressed (through review and discussion of Course/Program offerings) initially the coordination and articulation of programs to avoid unnecessary duplication. Areas covered included vocational program offerings at St. Johns River Junior College; St. Johns County's career, pre-vocational, adult general and basic, community services; SATC-IMTS system and work sampling programs, vocational programs and Phase II expansion. Also covered were Clay County's programs in Adult Education and Putnam County's vocational programs and area vocational school plans. (2) At the March 18, 1976, meeting, the Council received a report from the Steering Committee concerning the development of a delivery system for Adult and Community Education Services as a forst step in the development of an all encompassing approach toward coordination and articulation in relation to long range planning. (3) See the response for 2-e,(3) and (4) as related information for this objective.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES	STATUS OF ACCOMPLISHMENTS
2-d Review data in support of proposed programs, recommend to the appropriate Board approval or disapproval of the program and, if necesaary, recommend the assignment of responsibility to the appropriate District in accordance with specific local cooperative aggreements and policies of the State Board.	(1) See the response to 2-a, (1)
(Suggested Objective Scope):	(2) Based upon initial presentation at the November 21, 1975, Council meeting and further review at the December 19, 1975, meeting, the Council on January 15,1976, unanimously passed a resolution to the Commissioner of Education supporting the offering of high school credit and the high school diploma through The Florida School of the Arts, St. Johns River Junior College. In his letter of January 26, 1976, the Commissioner approved the offerings under State Board of Education Regulations, 6-A-14.33, 6-A-14.37, 6-A-6.11 and 6-A-6.67.
Implied, but not limited to, the reviewing and recommendations concerning; funding requests and guides, proposed programs/ courses, termination of programs/courses, and review and recommendations relating to equipment and facilities.	(3) See the responses to 2-e, (1), (3) and (4) as an overlap in realting to this objective.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES

2-e Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services program.

(Suggested Objective Scope):

Implied, but not limited to, arranging for and reviewing input/ information that could be helpful to the Council in carrying on its functions as well as evaluating its work.

STATUS OF ACCOMPLISHMENTS

(1) At the July 16, 1975, meeting, the Council received and reviewed copies of a summary of anticipated vocational programs that were to be offered in the different districts during the next year. Also, at that meeting was a report to the Council on related course offerings at the new Palatka High School and a discussion on FTE counts and caps, and administrative costs.

(2) At the December 19, 1975, meeting, the Council in detail, considered the Council Handbook of operating procedures to serve as a vehicle for for orderly Council operation as well as model development, implementation and evaluation.

(3) At the December 19, 1975, meeting, the Vocational Funding Guide proposals for Clay County was adopted by the Council and duly signed by the Chairman and the three County Vocational Directors.

MAJOR OBJECTIVE 2.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(4) At the January 15, 1976, meeting of the Council, funding guides were received and discussed as follows:

St. Johns County presented a summary of funding guide requests for 1976-77. Program needs, offerings, facilities and how conflicts were being avoided were discussed. The St. Johns County Funding Guide and the other Vocational Directors.

The status of federal funding in Putnam County was reported by the Vocational Director.

A report was also given on funding requests in Priority 2 programs for 1976-77 by St. Johns River Junior College.

(5) At the March 18, 1976, Council meeting, a report on the advertising of educational programs was discussed as to what is allowed of educational agencies.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVE

2-f Review and make recommendations as needed to the appropriate Boards in order to allow totally coordinated curriculum planning and development for Vocational, Technical, Adult Education and Community Instructional Services in the Tri-County area.

STATUS OF ACCOMPLISHMENTS

(1) At the January 15, 1976, meeting, curriculum development for the continuity of Vocational and Adult Education programs was discussed which included the willingness of the SATC to expand their curriculum development program to meet this need. It was requested that a presentation of the St. Johns County programs be made at the March, 1976, meeting. The Council then passed unanimously that the Council Operating Procedures be amended to include an objective for totally coordinated curriculum planning and development for Vocational, Technical and Adult Education in the Tri-County area.

(2) At the March 18, 1976, meeting, Dr. Richard Washabaugh, Media/Curriculum Specialist for the SATC made a presentation on curriculum development. St. Johns County also expressed their willingness to be involved with the total Tri-County area as much as the Council wants to be involved in a three-county curriculum lab and the pooling of resourses.

(3) After informal discussion and polling of Council members regarding the expansion of the model to include the development of a Coordinating Council District Curriculum Laboratory, based upon proposed objective 2-F, a proposal has been submitted to the Department of Education for this purpose.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

The first day session with Dr. Kaufman was very good in offering this group an overall conceptual framework which may be utilized by the Coordinating Councils to develop their own needs assessment. Even though there appeared to be some comments regarding the length of time spent on this topic, I think the entire day session was necessary for the facilitators. The next step should be to begin working on Dr. Kaufman's alpha analysis (No. 1.00) to bring it out of the conceptual framework and down to the reality of doing a needs assessment. I think that a workshop session on how to define gaps (including methods for conducting community surveys) would be most helpful. I perceive that at this point there is frustration and apprehension among the facilitators in this area. A real working session on procedures should offer direction in the front-end analysis. Dr. Kaufman's presentation and his personality were most helpful and useful in facilitating direction of approach for the project.

The second day session was also very good in offering dialogue and discussion regarding individual, council concerns and direction for future work. These types of sessions are most important for the advancement of this project.

The structure and services available from the State Department of Education as resources should be communicated to the facilitators. It is time to begin producing some results so that your project doesn't end up like all similar attempts have in the past (i.e., money down the drain and no results). The potential is there, and I think the leadership of this project is extremely capable of pulling it off.

I enjoyed sitting-in on this two-day meeting and have found it helpful in beginning to understand your project. Thanks!

Mantha Vlahos

Please call if you have any questions or wish to discuss any points more specifically. Phone: (305) 525-4271 Ext. 232

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

I do feel that I know enough about the Kaufman program to make an intelligent response to the Thursday meeting. I am certain that an organized approach to planning and approaching problems will be a valuable tool for facilitators.

I found the facilitator reports informative and helpful. They have improved to a point where they have general application, and do not include a substantial amount of local problems.

We are drifting into the educational trap of exhausting a topic and then starting over again to a point where the purpose of the topic is lost. In addition, we are giving evidence that we are beginning to believe that we are more important than we really are. The school system in Florida will continue in spite of and not because of us. We hopefully may be able to assist and improve the system, and it would be well for us to take a bit more humble attitude.

The discussions tend to reveal that some of the facilitators consider themselves as the Council. It might be well to emphasize that the Council is one thing and the facilitator is another.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

Dr. Kaufman is very alert, intelligent, and refreshing - however, I was a bit confused about certain points he covered.

I still prefer to meet here at USF Travel Lodge.

Our Council enjoyed having Ruth Stephens visit us during the March 10, 1976 Meeting.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

Dr. Kaufman was good in his area.

Friday morning was somewhat of a disaster.

I think as a group we need some redefinition as to where we are going and what the purpose of facilitator meetings is suppose to be.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

We need to meet more often to share experiences.

Dr. Kaufman was good.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

As a first time participant, still feeling some frustration, I was pleased with the meeting and enjoyed the presentation on needs. The second day was very informative in that I now have a more positive concept of the project and what I am to be responsible for.

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

I. R. Kaufman

A. Two extremely important points were made and/or emphasized:
   1. Must have "front" planning - not "justification" planning
   2. Must define outcomes not solutions as needs/gaps

B. I felt other material was reiteration of published material and could have been handled in one to two hours.

C. I didn't feel Kaufman was very familiar with where our group's thinking is presently - and much time was spent on familiarization.

II. March 26, 1976 Agenda

A. Needed more time here on:
   1. Communications - individuals and institutions
   2. Project direction

PROJECT STAFF MEETING EVALUATION

Please comment on any part (or all) of the Meeting.

As I eat my Egg McMuffin on the patio, I am contemplating about the Tallahassee meeting. We received considerable information both verbal and written, the latter to the point where I am not sure of my capacity to carry it to my office. I may have to set some priorities. I hope that those who were giving so expertly of their specializations learned in some degree how they might use the contributions of a coordinating council to more effectively extend the values of their particular assignment. There is no question but that this meeting will greatly improve the needed understanding of the role of coordinating councils by DOE personnel if only because the assignments at the meeting caused them to prepare for a different group. The facilitators in turn have formed impressions about the DOE personnel, and the directions open to them in pursuing both changes and information.

I think this was one of our best meetings. The speakers seemed to be talking to the concerns of the facilitators. John Beaumont was especially insightful at this meeting. I have enjoyed having the meeting in Tallahassee. This is where much of the action is at this time. I would like us to dig deeper into many of the topics which were discussed on Thursday.

The briefings pointed out that many DOE personnel still don't know what the CCDP is and what coordinating councils can do. I believe this meeting served to educate some of these personnel and, therefore, greatly furthered our purposes. John Beaumont made two most important points: (1) coordinating councils are "can do" organizations, and (2) State DOE personnel should take some leadership in utilizing coordinating councils for; (a) specific areas which need coordination (as seen from the State's perspective), and (b) testing new and innovative ideas.

Overall the meeting was excellent and I feel beneficial for not only facilitators but DOE personnel. Time was a factor and after things settle down (i.e., Legislature being in session) and we could meet in longer sessions it would be better and more helpful. Especially enjoyed adult and vocational parts of program.

PROJECT STAFF MEETING EVALUATION

May 28, 1976

Please comment on any part (or all) of the Meeting.

Overall the meeting was beneficial, especially the presentation by Jim Fling and Margaret Ferqueron. Also the Friday session on problems/ concerns etc. I personally feel the air has been cleared over concerns, i.e. we are not fogged in, there may still be a haze but it isn't fog.

05-27-76 Jim Fling and John Shea both provided perspectives from broad standpoints as well as a true wealth of useable, detailed information and thought provoking ideas.

05-28-76 One of the most useful such meetings yet. Still don't have thorough appreciation of how different the six districts are among the project participants.

This was a good meeting. Our discussion on the second morning on dissemination and diffusion was especially encouraging. John Shea was interesting in informal situations but was weak in his presentation.

1. Very lovely accommodations.
2. Jim Fling's presentation was a good one.
3. John Shea had some interesting input - spoke so softly I could hardly hear him.
4. Pleased with the appointment of Dr. Wagner, Jud Wilhelm, Bob Hansen, and Ruth as a committee to "brain-bust" the end product!
5. My apologies for not getting PPI-1 in on time--some how I failed to receive it--I will get 1 & 2 directly to you as soon as the Council-at-large acts on each!
6. I do not see Council Inertia as a threat except that I fail in my responsibilities as the facilitator--The summer months should be a time for me to step up my activities with personal contacts, committee meetings, etc.

FACILITATOR MONTHLY REPORT

1. Contacts: Give a brief account of meetings, names, purpose, location, time, etc.

   a. Committee - Steering Committee, 5/20/76 - 9:00 to 12:00 SJRJC
   Meeting concerned with strategy of approaching long-range planning. Compiling the information necessary for planning.

   b. Council Meetings -

   May Meeting canceled by chairman due to all superintendents being out of town.

   c. Individual council members -

   Conferred on long-range planning with vocational directors and adult education directors in Clay, St. Johns and Putnam Centers.

   d. Any other

   Conferred with John Wagner, also May 5 to Tallahassee.

2. Approximate: 500-600 miles driven. 30 hrs. per week hours worked on coordinating council business.

3. Have you had sufficient between - meeting communication from USF staff? X YES ___ NO
Check means of communication: X Memo X Telephone ___ Personal visit: by whom _____

Comments, preferences:

4. Have you read the current memo and attachments? X YES ___ NO
76-6 Memo number 5/21/76 date received

Comments:
Very informative.

5. Comments about last Facilitator/USF meeting:

Best meeting I have attended. Would like to do again after Legislature is out of session.

6. Suggestions for next meeting:

June and July - working meeting. Any meetings - have two - one at Florida Vocational Conference and one as a work session later in month.

7. Problems - General concerns about project:

Feel we need to have a meeting as a work session to compile and brainstorm.

8. Bring to next Facilitator/USF meeting:
   a. This monthly report completed
   b. Any assignments from last meeting
   c. Tapes of coordinating council meetings
   d. Any other coordinating council/committee meeting output: minutes, memos, etc.

FACILITATOR MONTHLY REPORT

1. Contacts: Give a brief account of meetings, names, purpose, location, time, etc.

   a. Committee -

   Steering Committee, April 5, 1976. St. Augustine Technical Center, 9:30 - 4:00 P.M. Discussion of proposed funding guide for DOE and expansion of model to develop six years' long-range plans for council. Funding proposal attached.

   b. Council Meetings -

   Approval of recommendations on Graham Bill, Florida Post-Secondary Finance Committee report. Adding of new objective to Model Operating Procedures. Approval of PPI. Review of Funding Proposal and Report. April 15, 1976 - Clay County - 9:00 - 12:00.

   c. Individual council members -

   Conferred in Clay County - Superintendent, Vocational Director and Adult Educational Director. St. Johns River Jr. College - Adult Education and Vocational Directors. Putnam - delivered materials for all council members. St. Johns County - Vocational Director, Technical Center Representative, Adult Education Director, Conferred in detail, April 13, 1976. Depart 9:30 and Return 5:00 P.M.

   d. Any other

   Conferred twice - John Wagner
   April 9, 1976 - Tallahassee - Dr. Eaddy, Dr. Bert and Larry Workman.

2. Approximate: 450 miles driven. 120 hours worked on coordinating council business.

3. Have you had sufficient between - meeting communication from USF staff? ___YES ___NO
   Check means of communication: X Memo X Telephone ___Personal visit: by whom _____

Comments, preferences:

Possible future meetings around the state in pilot project areas, i.e., Jacksonville area, panhandle, etc.

4. Have you read the current memo and attachments? X YES ___NO
76-5 Memo number 4/19/76 date received

Comments:

Good information, especially breakdown of just what the different Bureaus are responsible for.

5. Comments about last Facilitator/USF meeting:

Good, I feel more positive about my role. I would like to see us as a group develop a position on Coordinating Councils.

6. Suggestions for next meeting:

A retreat, possibly at a resort that is self-contained where all can participate and optimize as to lodging and activities.

7. Problems - General concerns about project:

Future funding for council operation through state legislature and more input from DOE, i.e., let us have guidelines on a product, not a process. Let LEA work out process to meet student needs.

8. Bring to next Facilitator/USF meeting:
   a. This monthly report completed
   b. Any assignments from last meeting
   c. Tapes of coordinating council meetings
   d. Any other coordinating council/committee meeting output: minutes, memos, etc.

The program for April 22-23 Meeting was excellent. Possibly have fewer agenda items for more detailed study.

FACILITATOR MONTHLY REPORT

1. Contacts: Give a brief account of meetings, names, purpose, location, time, etc.

   a. Committee -

   March 8, 1976 - Adult Director - Wiley, Simpson, Thomas - St. Johns River Jr. College (Palatka). Discussion of strategy to take in approaching PPI and also to begin work on long-range planning - first step to deliver an approach system for delivery of an adult and community educational services.

   b. Council Meetings -

   Attended first council meeting, 3/18/76 - St. Augustine Technical Center 9:00 - 1:30 P.M. Report on PPI and Adult and Community Educational delivery system.

   c. Individual council members -

   Conferred with all but three members of the council to meet members and get their views on role of facilitator meetings in office of superintendents Tynes, Gaines, Vocational Directors: Hand and Tower, Adult: Holmes, Thomas, Wiley, and Simpson. Week of March 1 through 5.

   d. Any other

   Review and sorting of material to familiarize myself with facilitator's role.

2. Approximate: 200 miles driven. 60 hrs hours worked on coordinating council business.

3. Have you had sufficient between - meeting communication from USF staff? X YES ___NO
   Check means of communication: X Memo ___Telephone X Personal visit: by whom ___
   Dr. Danenburg and Ruth Stephens

   Comments, preferences:

4. Have you read the current memo and attachments? X YES ___NO
_____Memo number _____date received

Comments:

Not completely - trying to digest a wealth of material to orient myself to the role.

5. Comments about last Facilitator/USF meeting:

N/A

6. Suggestions for next meeting:

N/A

7. Problems - General concerns about project:

Too early for me to formulate.

8. Bring to next Facilitator/USF meeting:
   a. This monthly report completed
   b. Any assignments from last meeting
   c. Tapes of coordinating council meetings
   d. Any other coordinating council/committee meeting output: minutes, memos, etc.

FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. 30 hours plus

(2) Approximate miles traveled. 200 - 400 miles

(3) Meetings attended. Program Reveiw Oral Report. In-service with Calhoun County School Board (See information below)

(4) Communications (written/telephone)

(5) Concerns, needs and suggestions.

I have thoroughly checked my green notebook and am missing the following pages. Please see if you can prepare these missing pages and get to me. (Pp. 281, 321-326, 361-411)

These must include the PPI as I do not have a copy of the report to be filled out.

3. Meetings attended - Goals and Objectives Committee Meeting, the committee re-prioritized the ten original goals and objectives. Mr. Bob Caldwell asked me to serve on a panel at Gulf Coast Community College involving all county directors and deans of occupational education from Region I. My part on the panel was to make a presentation on organizing and "facilitating" Coordinating Councils, answering questions, etc. Very good session! "In-Service" presentation before the Calhoun County Board of Public Instruction on responsibilities, regulation creating the councils, answer questions, etc. Program review by Region I Committee (Jackson County). Directing Self-Study at WHAUTA Center in Chipley (4 members of Council on team). Attended General Advisory Committee Meeting (annual) at WHAVTA - great interest in Coordinating Council activities. In-between I visited four of the five school districts and Chipola Junior College.

Name: _____

Date: _____

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FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. 16 hours

(2) Approximate miles traveled. 100 miles

(3) Meetings attended. Council Meeting, March 4; RCU Conference; 3 meetings with Steering Committee

(4) Communications (written/telephone) Memo, visit by Dr. Danenburg, 3 telephone calls from Dr. Kormanyos and 2 telephone conversations with Dr. Danenburg

(5) Concerns, needs and suggestions.

Name: _____

Date: _____

FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. 14 hours

(2) Approximate miles traveled. 226 miles

(3) Meetings attended. (1) USF, (3) Steering Committee, (1) Coordinating Council, (1) MJC Faculty

(4) Communications (written/telephone)

(5) Concerns, needs and suggestions.

1. Prepared Process-Progress Inventory for submission to Council and USF.

2. Council meeting opened concerns about articulation of programs, and meetings have been conducted with Health personnel, arrangements are being made for workshop for Cooperative Coordinators, discussions have been held in area of law enforcement.

3. Reviewed proposed substitute for S. B. 1003 and developed position which was transmitted to Senator Graham.

4. Administered Coordinating Council meeting opinionnaire.

5. Attended USF meeting in Tampa.

6. Presented Dr. Eaddy's proposal for new project to steering committee and Chairman, Dr. Bashaw.

7. Presented Post-Secondary Finance Committee report to steering committee.

Name: _____

Date: _____

FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. Full time

(2) Approximate miles traveled. 900 - 1,000

(3) Meetings attended. Coordinating Council, FAEA Conference, CCDP/DOE meetings

(4) Communications (written/telephone) Various

(5) Concerns, needs and suggestions. None at this time

Name: _____

Date: _____

FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. Full time

(2) Approximate miles traveled. About 1,000 miles

(3) Meetings attended. Steering Committee, Region III Coordinating meeting, individual meetings

(4) Communications (written/telephone) Various with: Brevard Council members, instit. staff members, USF/DOE staff, other facilitators, other agencies/instit. in District

(5) Concerns, needs and suggestions.

Name: _____

Date: _____

FACILITATOR MONTHLY ACTIVITY REPORT

Describe all activities related to the Coordinating Council Development Project this month.

Include:

(1) Average time spent weekly. 30 to 40 hours

(2) Approximate miles traveled. 600 plus trip to Tampa (700)

(3) Meetings attended. One calendar committee meeting

(4) Communications (written/telephone) Seven memos, several letters, numerous telephone calls

(5) Concerns, needs and suggestions.

1. I need to know about when data and information available from DOE will be ready.

2. The ½ time salary in no way covers the cost of my time spent on Council work.

3. We are pleased that Bob Caldwell's group has chosen Jackson County for a test run of the standards survey instrument - I will spend at least one day with the evaluating team in the schools of Jackson County.

Name: _____

Date: _____

Duval-Nassau Coordinating Council

Vocational Education ★ *Adult General Education* ★ *Community Instructional Services*
1450 Flagler Avenue, Room 16 ★ Jacksonville, Florida 32207 ★ Tel. 633-5960

M E M O R A N D U M

TO: Coordinating Council Project Facilitators and Central Staff

FROM: John F. Wagner, Facilitator
Duval-Nassau Coordinating Council

SUBJECT: DUVAL-NASSAU COORDINATING COUNCIL PROJECT--REPORT

DATE: May 27, 1976

I. Coordinating Council Meeting. The Duval-Nassau Council met on May 6, 1976, 2:00 p.m., at the North Campus of Florida Junior College. The next meeting is scheduled for June 10, 1976, 2:30 p.m., at the North Campus of Florida Junior College.

II. Steering Committee Meetings. The steering committee met on May 26. The purpose of the meeting was (1) to finalize a Council letter to the Duval County Legislative Delegation concerning appropriations for community instructional services; and, (2) to prepare the agenda for the June Council meeting.

The steering committee is working with the Duval-Nassau Occupational Education Advisory Board in arranging an appreciation luncheon for the Duval County Legislative Delegation.

III. Duval-Nassau Coordinating Council Plan. The Council wants to develop a comprehensive six year plan but has declined participation in the piloting of the Division of Vocational Education Program Planning Process. A motion was passed to decline participation in the Planning Process at the May Council meeting. An outline for compiling a plan for the Council has been prepared.

IV. Joint Directory of Vocational Programs. This directory is being bid upon for layout and printing at the present. It should be completed within 30 days.

V. One-Stop Job/Education Center. Due to procedural difficulties with the City of Jacksonville in getting the Center under way, the Center will be operated by Florida Junior College.

VI. Duval-Nassau Coordinating Council Development. No notification has been received regarding the project extension and modification. The Council will take appropriate action upon receipt of the invitation to submit a project.

VII. Florida Employment Directions 1970-1980. This report should be of interest to those involved with vocational education and coordinating councils.

VIII. Suggestion. It is suggested that the participants in the Coordinating Council Development Project, Facilitators and Central Staff, jointly produce a handbook to assist those who must implement coordinating councils. This handbook should be attractive, easy to follow, and professionally done.

APPENDIX F

GUEST PARTICIPANTS/SPEAKERS AT PROJECT STAFF MEETINGS

United States Office of Education:

Dr. Jack Wilson, Program Specialist, Washington, D. C.

Dr. Donald Snodgrass, Assistant Regional Commissioner of Occupational and Adult Education, Atlanta

Florida Legislature and Staff:

Senator Robert Graham, Miami

Representative Richard Hodes, Tampa

Mr. Tom Furlong, Senate Education Committee

Mr. Pat Dallet, Senate Education Committee

Mr. Jerry Castellanos, House Education Committee

Florida State Department of Education:

Commissioner's Office:

Dr. Roger Nichols, Deputy Commissioner for Educational Management

Dr. W. Cecil Golden, Associate Deputy Commissioner for Educational Management

Division of Vocational Education:

Mr. Joe D. Mills, Division Director

Mr. C. M. Lawrence, Assistant Director

Bureau of Vocational Research and Dissemination:

Dr. Kenneth Eaddy, Bureau Chief

Dr. Virginia Bert

Mr. Larry Workman

Dr. Margaret Ferqueron

Bureau of Vocational Planning and Budgeting:

Dr. Leon Sims, Bureau Chief

Mr. John Sojat

Mr. George Busby

Ms. Gail Trapnell

Bureau of Vocational Program and Staff Development:

Mr. Ron Jeffries

Mr. Warren Harrell

Division of Public Schools:

Mr. Woodrow Darden, Division Director

Mr. Carey Ferrell, Assistant Director

Mr. Jack Waters, Adult Education

Division of Community Colleges:

Dr. Lee Henderson, Division Director

Dr. Myron Blee, Program Support Services

Mr. Jim Fling, Coordinator, Adult/Continuing Education and Community Services

Division of Universities:

Dr. Roy McTarnaghan, Vice Chancellor for Academic Affairs

Others:

Dr. Roger Kaufman, Florida State University, Needs Assessment

Dr. V. M. Kerensky, Florida Atlantic University, Community Education

Mr. Rex Toothman, Department Chairman, Vocational and Adult Education, University of South Florida

Mr. Bruce Howell, Florida State Advisory Committee for Vocational Education

Dr. Robert Lathrop, Career Education Center, Florida State University

Mr. Gregory Bountempo, Director, County Coordinating Council Coordinators, New Jersey Department of Education

THE FLORIDA SENATE
TALLAHASSEE

D. ROBERT GRAHAM
SENATOR

14420 N. W. 60TH AVENUE
MIAMI LAKES, FLORIDA 33014

October 20, 1975

Dr. William Danenburg
Adult/Vocational/Technical Education
FAO 232
University of South Florida
Tampa, Florida

Dear Bill:

Thank you for giving me the opportunity to participate in your meeting on September 25 and to review some of my concerns relating to the future of vocational and continuing educational services for adults. There is no question that this is one of the most important educational and social issues in our state, and the urgency of establishing a policy direction cannot be overstressed. If the Senate Education Committee staff or I can be of further assistance, we would be anxious to do so.

I appreicate your taking the time to attend the informal discussion that afternoon. This is the second year that Dr. Bondi has hosted such a meeting, and they have been of substantial benefit to me as to insight into the University's operation.

Again, I appreciate the opportunities we had to become better acquainted and hope that we'll have another opportunity to continue our discussion in the future.

Sincerely,

D. Robert Graham

DRG/dwc

UNIVERSITY OF SOUTH FLORIDA
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COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

April 12, 1976

M E M O R A N D U M

TO: Those Interested in the Florida Coordinating Council Development Project

FROM: William P. Danenburg, Project Coordinator Bill

SUBJECT: Memorandum 76-5

1. Next Meeting - The next project staff meeting will be held in Tallahassee* at 9:00 A.M. on April 22 in Room 426 of the Collins Building. The first day will include the facilitator reports and presentations by key DOE personnel. The second day will be devoted to individual meetings between DOE personnel and the facilitators.

2. Minutes and Evaluation Summary of March 25-26, 1976 Staff Meeting are attached for review.

3. The Role of the Facilitator/Executive Director (Draft) by Ed Kormanyos is attached for review and input by the facilitators.

4. Clippings

   A. Oracle - Duplication Article

   B. Dunham Speech at National RCU Conference

   C. Community College Review Excerpts

   D. Community Service - Adult Education Newsletter

   E. FACC Current

   F. State Advising Council Recommendations on Coordinating Councils

   G. Division of Vocational Education Function Description (Important to read before April Staff Meeting)

WPD:fb

Attachments

*Room reservations have been made for the project staff at the Holiday Inn on Appalachee Parkway for the nights of April 21 and 22.

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TAMPA, FLORIDA 33620
813: 974-2100

May 14, 1976

M E M O R A N D U M

TO: Those Interested in the Florida Coordinating Council Development Project

FROM: William P. Danenburg Bill

SUBJECT: Memorandum 76-6

1. Next Meeting - The next project staff meeting will be held at the Don Cesar Hotel in St. Petersburg Beach. The meeting will begin at 9:00 A.M. on May 27 and will end at noon on the 28th. Reservations have been made for the nights of the 26th and 27th. ($18.00 - single, $22.00 - double -- Brochure attached)

2. The minutes and meeting evaluation summary for the April 22 meeting are attached for your review.

3. Copies of the presentations made at the February 11-12 CCDP conference are enclosed.

4. Also enclosed for your information are copies of the two articles concerning the CCDP included in the most recent issues of Catalyst for Change and the American Vocational Journal.

5. The PPI's should be turned in at the meeting.

6. DOE Grants (Voc. Div.) Monitoring Guide is attached for information.

7. A State Directory of District Coordinators of Data Collection and Comprehensive Planning is attached.

8. Education and Work Councils - National Conference announcement is attached for information.

9. Outward Bound Seminar for Educational Administrators is also attached.

WPD:cjn

Enclosures

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TAMPA, FLORIDA 33620
813: 974-2100

June 2, 1976

M E M O R A N D U M

TO: Those Interested in the Florida Coordinating Council Development Project

FROM: William P. Danenburg, Project Coordinator

SUBJECT: Memorandum 76-7

1. Minutes and Evaluation Summary of May 27-28, 1976 Project Meeting are attached for review.

2. Next Meeting - The July Project Conference is set for July 20-22 at the Don CeSar Resort Hotel in St. Petersburg Beach. The Conference will begin at 9 A.M. on Tuesday, July 20, and end at noon on Thursday, July 22. Special rates are $18.00-single and $22.00-twin. Families are invited to share in the use of this unique recreation facility.

3. Position Paper on Coordinating Councils by Florida Assoication of Community Colleges is also attached.

4. Coordinating Council Letterhead prepared by Duval-Nassau Council is attached.

5. Roman Pucinski's Speech to NCLA at Anaheim, California, articulates a national concern for coordinated planning of vocational education.

6. Florida State Advisory Council on Vocational and Technical Education Newsletter article on Coordinating Councils is attached.

7. Revised Calendar of Coordinating Council Meetings is enclosed.

8. Process-Progress Inventory (PPI), Second Administration, is due at USF by August 1.

WPD:cjn

Attachments

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Dr. Roger M. Nichols, Deputy Commissioner
Educational Management
Department of Education
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Mr. Jerry Castellanos
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House Office Building
Tallahassee, Florida 32304

Dr. Kenneth Eaddy, Chief
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Mr. George Busby
Bureau of Planning
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Florida Department of Education
Tallahassee, Florida 32304

Mr. Larry Workman
Bureau of Research
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Dr. Myron Blee, Chief
Bureau of Program Support Services
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Mr. Woodrow J. Darden, Director
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Dr. Leon Sims, Chief
Bureau of Vocational Planning and
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Florida Department of Education
Tallahassee, Florida 32304

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COMMUNITY CAREER LINE

QUARTERLY NEWSLETTER ON CAREER EDUCATION

VOLUME 2, NUMBER 3

WINTER, 1976

EDUCATIONAL COORDINATING COUNCIL FORMED

A council has been formed by local public educational agencies to coordinate planning, effort, and action in the delivery of vocational and technical education, adult education, and community instructional services. One of six models to be considered for adoption by the 28 junior college districts of the state, the council is part of a research project of the Florida Department of Education with USF serving as director. Institutional members of the local council are Manatee Junior College and Sarasota and Manatee School Districts. An institutional representative is yet to be named from the University of South Florida, Sarasota branch. The council is assisted in its work by John Beaumont, facilitator.

Although the council has no authority to mandate any action by the boards of its members, its potential impact lies in its authority to make recommendations to the respective institutional boards, to the commissioner of education, and to appropriate division directors of the state department of education. Five such goal areas have been outlined for review and recommendations, where appropriate. These areas are: (1) Existing programs, activities, and services, including counseling; (2) agreements between boards to provide coordinated and articulated programs to meet educational needs of all residents in all communities in the region; (3) long range (6 years) objectives providing for coordinated and articulated programs without unnecessary duplication; (4) proposed programs; and (5) other aspects of the programs as are necessary to provide efficient, well-coordinated, and comprehensive programs.

In addition to weekly meetings of its steering committee composed of one individual representing each institutional member, the entire council of fifteen persons meets on a monthly basis. Assisting the council is a lay advisory committee of three persons. In addition, at least one public meeting will be held each year "to provide an opportunity for the public to express views and opinions relative to activities of the council." Further, a written annual report will be published to describe progress toward goals, programs, and activities undertaken and underway.

The council's by-laws and statement of philosophy, five major goals, and specific strategies for achieving these goals, is available to interested persons. To request this material and/or to obtain further information on the council's activities, call or write John Beaumont, facilitator, at MJC.

CAREER EDUCATION CONSORTIUM

Located at Manatee Junior College. P.O. Box 1849, Bradenton, Florida 33507

Phone: 755-1511, extensions 371, 372

MEMBERS

Manatee Junior College — *Manatee School District*

Sarasota School District — *University of South Florida*

BROCHURE DISSEMINATION

150	Coordinating Council Development Project Conference (handed out)
50	A.V.A. Council of Distributive Education Teachers (handed out)
750	State Chief School Administrators (15 mailed to each state)
212	Florida School Superintendents not involved in the Coordinating Council Development Project (4 mailed to each)
88	Florida Community College Presidents not involved in the Coordinating Council Development Project (4 mailed to each)
300	American Association of School Administrators Conference (handed out)
28	Chairmen of all Floirda Community College Boards of Trustees (1 mailed to each)
50	State Community College Directors (1 mailed to each)
9	Florida University Presidents (1 mailed to each)
10	American Association of Community and Junior Colleges (mailed)
50	Regional Program Directors, Florida Division of Vocational Education (10 mailed to each)
102	Selected Florida Department of Education Personnel (mailed)
164	Selected U.S.F. faculty (campus mail)
300	Association for Supervision and Curriculum Development (handed out)
67	Chairmen of all Florida County School Boards (1 mailed to each)
75	1976 National Vocational Education Research Conference (handed out)
10	Hillsborough Coordinating Council (handed out)
100	National School Development Council Conference (handed out)

150	American Association of School Administrators Convention (handed out)
100	Association for Supervision and Curriculum Development Convention (handed out)
50	Florida Adult Education Conference (handed out)
50	Council for Interinstitutional Education Leadership Conference (handed out)
50	Florida West Coast Council for Lifelong Learning (handed out)

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May 6, 1976

M E M O R A N D U M

To: All Florida Public School Superintendents, Community College Presidents, and Coordinating Council Chairman

From: William P. Danenburg, Project Coordinator

Subject: Florida Coordinating Council Development Project

Enclosed for your information are several documents concerning the progress of the Florida Coordinating Council Development Project. If we can provide further information, please contact me at the University of South Florida. Copies of the model operating procedures developed by the participating council are available from the facilitators of the councils (address list enclosed).

WPD:cjn

Enclosures

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION